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ABSTRACT

Intended for individuals involved in teaching children to read--parents, teachers, librarians, and reading specialists--this handbook provides activities and resources to supplement programs designed to encourage children's enjoyment of books. The reading activities presented in this handbook have been developed around a sports theme. The introductory sections are designed to acquaint the user with the interests and abilities at various age levels and to help in setting goals, scheduling, recruiting and using volunteers, and publicizing programs. The major portion of the handbook is made up of ideas and activities related to the following sports categories: individual sports, partner sports, racing sports, team sports, water sports, winter sports, and miscellaneous sports. Within each category are display and exhibit ideas corresponding to the particular type of sport, suggestions for special events, and a variety of activities that may be used individually or in combination. Also included are several pages of "camera-ready" copy that may be used for flyers advertising various programs, designs for bookmarks, and patterns for mobiles and awards, or to decorate writing or drawing assignments. Concluding each sports category is a list of books, both fiction and nonfiction, as well as journals and nonprint media that may be used in conjunction with the activities already suggested or as resources for further programing ideas. (EL)

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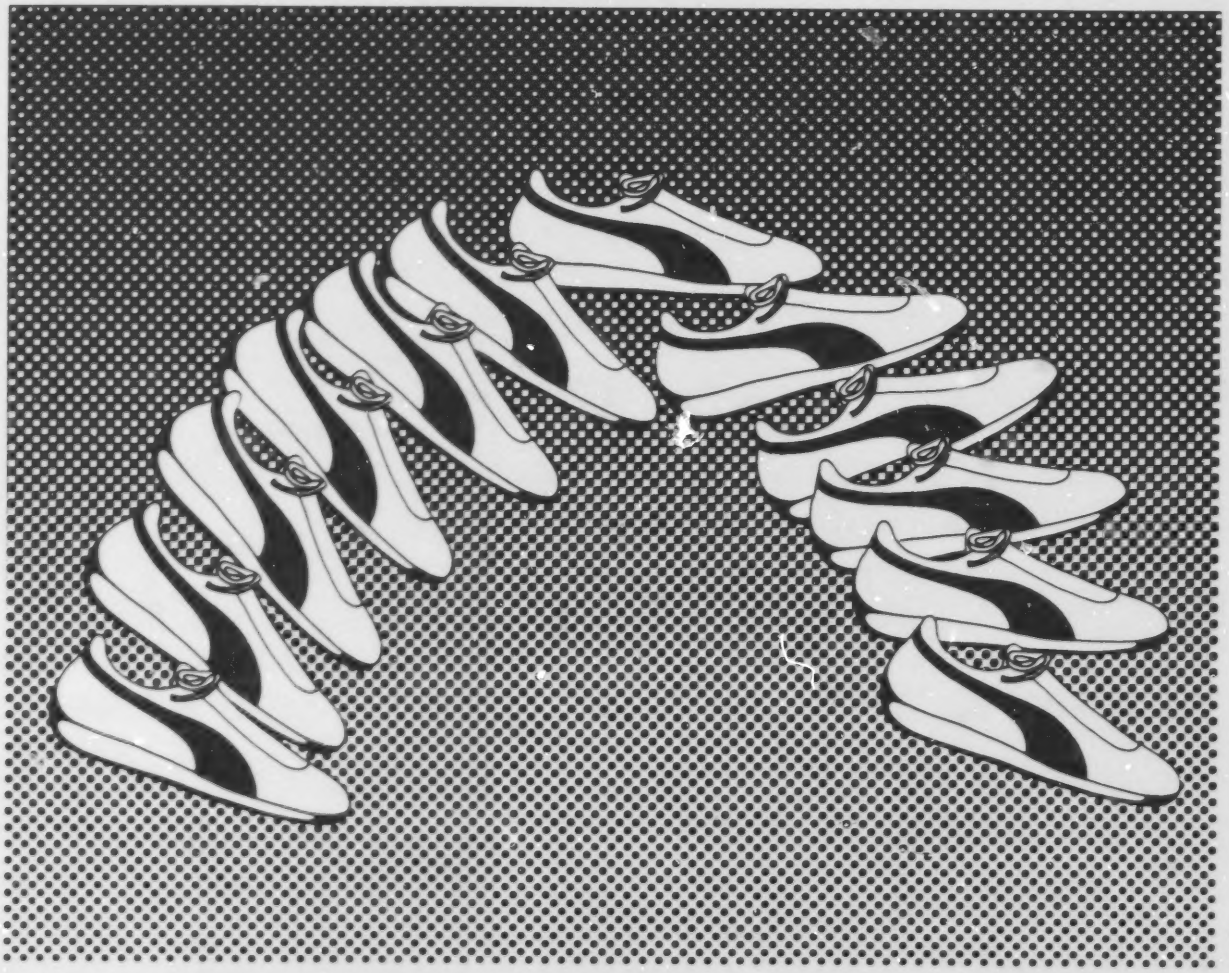
SPORTS SPLASH:

A HANDBOOK OF READING ACTIVITIES FOR USE WITH CHILDREN



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A Fun with Reading Book

ORYX PRESS

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SPORTS SPLASH:

A HANDBOOK OF READING ACTIVITIES FOR USE WITH CHILDREN

A Fun with Reading Book

by Carol H. Thomas

ORYX PRESS

The rare Arabian Oryx is believed to have inspired the myth of the unicorn. This desert antelope became virtually extinct in the early 1960s. At that time several groups of international conservationists arranged to have 9 animals sent to the Phoenix Zoo to be the nucleus of a captive breeding herd. Today the Oryx population is over 400 and herds have been returned to reserves in Israel, Jordan, and Oman.

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Dedicated to my three
favorite good sports:
Jim, Scott, and Brandon

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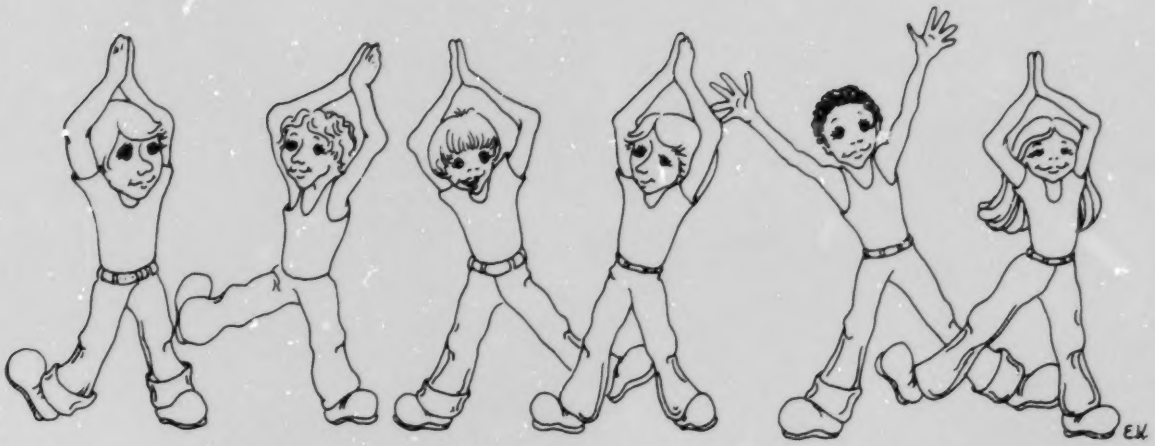
THE STARTING LINE

Elizabeth Kracker



Warm-Up

Introduction

There are numerous individuals who are actively involved in encouraging children to read: parents, teachers, librarians, and reading specialists, as well as those who work with children in community organizations such as church groups, scouting, and clubs. In some cases, the major purpose of the organization is to foster interest in reading. One example is the children's reading programs sponsored by many public libraries throughout the summer months. Other groups use reading activities to supplement a broader program for information on a particular topic, for enjoyment, or both. Examples of this type include the requirements for various scout achievements that involve library usage and reading. The purpose of this handbook is to provide activities and resources to those individuals who work with children and to supplement and enhance those programs which are designed to encourage children's enjoyment of books.

Theme

The reading activities presented in this handbook have been developed around a sports theme. The topic itself is so broad, ranging from such solitary activities as jogging or fishing and low-organization games to complicated team sports, that it offers something for everyone. There is a wealth of information available pertaining to sports: how-to-books; biographies of famous athletes; fiction; nonprint materials such as films, filmstrips, film loops, audiotapes, and records; games and toys; as well as information on related topics such as nutrition, exercise, and being a good sport.

Using the Handbook

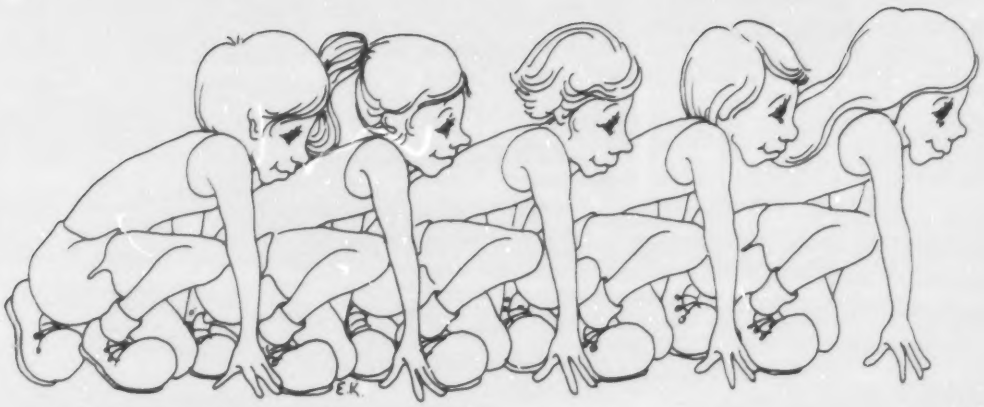
This handbook, using the sports theme, has been developed as an aid in planning programs and activities for children from preschool through the elementary years. The introductory sections are designed to acquaint the user with the interests and abilities of children at various age levels and to help in setting goals; scheduling; recruiting and using volunteers; and publicizing programs. The major

portion of the handbook is made up of ideas and activities related to the following sports categories:

Individual Sports
Partner Sports
Racing Sports
Team Sports
Water Sports
Winter Sports
Miscellaneous Sports

Within each category are display and exhibit ideas corresponding to the particular type of sport, suggestions for special events, and a variety of activities that may be used individually or in combination. In addition, several pages of "camera-ready" copy are included which may be used for flyers advertising various programs, designs for bookmarks, and patterns which could be used for mobiles, awards, or to decorate writing or drawing assignments. Concluding each sports category is a listing of books, both fiction and nonfiction, as well as journals and nonprint media that may be used in conjunction with the activities already suggested or as resources for further programing ideas.

A short discussion of how to complete and evaluate a reading program concludes the handbook. This is followed by an additional bibliography of resources, such as selection tools for children's books and sources of films. The purpose of this handbook is to offer some guidance to those individuals new to children's programing and to serve as a springboard for teachers and librarians who want to generate new ideas for program activities.



On Your Mark

Getting to Know the Team

Planning successful programs for children involves a great deal more than the ability to select books. One of the major factors is a basic understanding of the characteristics and needs of children at different ages as well as their stages of development. While it must be remembered that each child is an individual and has unique qualities which may differ in some ways from those of his/her peers, there are guidelines which serve to characterize children at various age levels.

An understanding of the characteristic behavior of 4-year-old children, for example, is useless unless that information is incorporated into the preparations being made for programs to serve that particular age group. For this reason, general characteristics of several age groups are presented along with some possible implications that they may have for your reading programs. The major source of information for these developmental levels is *Children's Literature in the Elementary School.*[1]

Preschool and Kindergarten (ages 3, 4, 5)

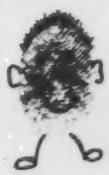
Preschool-age children are egocentric in that they think the world revolves around them. They are curious about that world and understand it most readily through literature involving characters and experiences with which they can identify. Although most children in this age group are not yet able to read, language development is rapid. Spoken words, especially in repetitious rhymes or cumulative tales, are immensely pleasing. They also enjoy being physically close to the storyteller and are usually agreeable to, if not openly enthusiastic about, any suggestions for activities.

Physically healthy children of this age are very active. Sitting or being still for more than a few minutes at a time is difficult and their attention is hard to maintain. Instead of planning one activity for the duration of the period, 3 or 4 short activities are more realistic. The activities should be linked by a common theme but should provide some change in the behavior required of the children. For example,

one 30-minute program might involve listening to a story, pantomiming the action, viewing a short film on the topic, and doing a craft activity.

Because fine motor control is not fully developed at this time, craft or art projects will need to be simple. Shapes and materials that have been precut or partially assembled may be necessary. Smooth transitions between the various activities and the entire program can be greatly enhanced by enlisting parents or volunteers for help.

Primary (ages 6, 7)



Children in the early grades still see themselves as the center of their world but are rapidly developing interests that go beyond their home and school. Books on a wide variety of subjects will appeal to these children; some of these books should include humor, surprise endings, and mystery. They may even request books on topics that have come up at home, at school, or on television.

Many children at this age feel a great deal of pressure, both at home and at school, to achieve in reading. Since reading may not always be a pleasurable experience for some children, the young reader should be carefully guided in the selection of books that will provide enjoyment and are within his/her ability level.

Most 6- and 7-year-old children can pursue one activity for an extended period of time; however, using 2 or 3 activities within a program will heighten attention and provide for a diversity of interests. Fine motor skills are now better developed and the children should be able to use scissors relatively well, print simple words and phrases, and engage in a number of games and sports activities.

Middle Elementary (ages 8, 9)

This is a busy and exciting time in many children's lives. They are beginning to understand that the world is made up of different kinds of people and that there are endless possibilities for adventure. Activities outside the home, such as scouts or other club groups and team sports, may take up considerable time and energy. Hobbies are beginning to develop, and interests will vary widely among the children.

A wide variation will also exist in reading skills. Some children will become avid and absorbed readers during these years, while others will need considerable assistance in locating books of interest which are on their reading level.

Activities need no longer be limited to a few minutes in duration; this allows for the sharing of longer stories or the showing of films or filmstrips. Children of this age should also be an attentive audience for guests who share their hobbies or areas of expertise. Projects which are done primarily outside of the allotted program time, such as over a period of days or weeks, may interest many youngsters as long as there is opportunity to share or display the fruits of these long-term projects.

Late Elementary (ages 10, 11, 12)

One of the most noticeable characteristics of children in the late elementary years is the wide variation in physical development. Puberty, with its accompanying rapid growth, is generally reached by girls earlier than by boys. Both boys and girls are developing a sense of each others' identity and show increased understanding and sympathy for the weak or mistreated. At the same time, however, there is a strong emphasis on peer groups and belonging to clubs or cliques from which certain children are obviously excluded.

Models other than parents, such as TV stars, sport figures, or book characters, take on increased importance. One subject area or hobby, such as horses or sports, may totally consume students' reading interests.

Once you have gained the initial interest of children in the upper elementary grades, you will have enthusiastic and energetic participants. Their reading abilities will enable them to pursue most topics, and longer programs or activities, as well as long-term projects, will not pose the difficulty they do for younger children. You might consider involving older children in working with younger age groups or with a particular group of handicapped children.

Serving Special Children

A conscientious effort is being made to eliminate barriers, both physical and psychological, which keep the handicapped from participating in all phases of society. Public schools now serve all handicapped children and many libraries are even setting up programs for specific segments of the handicapped population, such as story hours for the deaf or toy libraries for the developmentally disabled.

Since it is not feasible within the scope of this manual to present characteristics of various handicapping conditions and ways of including handicapped individuals into existing programs, several references for this purpose are given below:

Association for Library Service to Children. *Programming for Children with Special Needs*. Chicago, IL: ALSC/ALA, 1981.

Biehl, Jane. "Storyhours for the Deaf." *Ohio Media Spectrum*, 30 (1978), 43–46.

Champlin, John, and Champlin, Connie. *Books, Puppets and the Mentally Retarded Student*. Omaha, NE: Special Literature Press, 1981.

Dresang, Eliza T. "There Are No Other Children: Special Children in Library Media Centers." *School Library Journal*, 24 (1) (September 1977), 19–23.

Gearheart, Bill, and Weishahn, Mel. *The Handicapped Child in the Regular Classroom*. 2d ed. St. Louis, MO: C.V. Mosby, 1980.

Henne, John F. "Serving Visually Handicapped Children." *School Library Journal*, 25 (4) (December 1978), 36–37.

Sternlicht, Manny, and Hurwitz, Abraham. *Games Children Play: Instructive and Creative Play Activities for the Mentally Retarded and Developmentally Disabled Child.* New York: Van Nostrand Reinhold Co., 1981.

Wilson, Sue, "I Can Do It!" *Arts and Crafts for the Mentally Retarded.* New York: Quail Street Publishing Co., Inc., 1976.

As so aptly explained by Eliza Dresang in her above-listed article, serving the handicapped is not so much the acquisition of new materials and equipment as it is the unique and creative use of what is already available. Also pointed out in the above sources is the invaluable help that resources in the community can provide, such as suggesting hearing individuals who can sign stories for deaf children. The director of special education for your local school district should be able to supply you with people to help in this area.

Objectives and Action Steps

The purpose of goal-setting, of course, is to know exactly *what* it is that you wish to accomplish. A goal provides direction, as well as a basis for evaluation, once the activity or program has ended. Since goals are broad statements of purpose, the number of goals you write should be relatively small and reflect various aspects of your program. Individuals involved in planning and implementing a series of activity programs as part of a total reading program, such as those conducted by many public libraries during the summer months, find this step a critical one to a smooth-running and consistent overall program. An example of a goal statement for such a program might be: To increase the number of books read by the children participating in the program.

Setting and Reaching Goals

For each goal you list, you will need to state a specific measurable objective such as: By the end of the program, 75 percent of the children enrolled will have read a specified number of books. The action steps are the means by which you intend to reach your objective; in this case they might be to:

1. Set realistic goals for the different age groups, with provisions for prereaders.
2. Provide progress indicators and incentives at intervals during the program, which might include a graph showing individual progress toward the goal; rewards, such as stickers, for a certain percentage obtained; a "half-way" club, etc.
3. Schedule times when staff or volunteers will assist the children in their book selection.
4. Publicize details of a ceremony to be held at the completion of the program to recognize those children who have fulfilled the requirements.

Record Keeping and Evaluation

The need for record keeping will vary with the type and scope of the program for which you are responsible. If you are using this handbook to plan occasional reading-related activities for a particular group of children, record keeping would probably consist of checking those activities used and noting the date, number of participants, and a comment or 2 concerning the success of the activity or suggestions for changing it for future use. If, on the other hand, you have responsiblity for a total reading program encompassing several weeks of planned activities for a large number of children, a certain amount of record keeping will most likely be required by the sponsoring agency. For those in this latter category, the following suggestions may be useful in minimizing this chore:

1. Keep a notebook. Include all materials relating to the total program in it.

2. If registration forms and/or booklets to record books read are used, number them consecutively so that you will know how many have been given out.

3. Keep a running count of participation in individual activities. This is a difficult task but one which might be the most beneficial in future planning. If you use a calendar with all activities listed, a "head count" could be entered on your personal copy.

4. Keep copies of all publicity, such as radio spots or flyers. Jot notes on those which are particularly effective or ineffective.

5. Keep a list of the names of all volunteer helpers with their addresses and phone numbers, as well as any individuals who have provided a particular type of service or resource. This will facilitate the mailing of thank-you notes for their services and provide a starting place for locating future recruits.

If you have formulated goals and objectives and have kept records for the duration of your program, evaluation is an easy matter.

Reference

1. Charlotte Huck, *Children's Literature in the Elementary School*, 3d rev. ed. (New York: Holt, Rinehart & Winston, 1979).

Get Set

Setting Up a Schedule

The information in this section is oriented toward those individuals involved with conducting reading-related activities as part of a total program involving a relatively large number of children. Some of the suggestions, however, such as those related to recruiting volunteers, obtaining needed materials, and publicizing specific activities, may be of use to anyone involved in planning even a single program when participation will be large.

Setting up a workable schedule is one of the first major hurdles that anyone implementing any type of program must face. Therefore, the following steps are offered as guidelines:

1. Set up beginning and ending dates for the program. If the program runs through the summer, the opening and closing dates of school will be major determiners. Also, check for conflicts with other events being planned in your community.

2. Set dates for opening ceremonies, as well as the final awards ceremony, at the very beginning.

3. Specify a set period of time to register for the reading program. A sample registration form is included. (It will be necessary to decide whether you will accept registration after the announced date. Some reading programs accommodate vacationers and new children by registering children as long as it is possible to complete the required number of books.)

4. Schedule times for various age groups to attend programs. If your space is limited, it may be necessary to schedule 2, 3, or 4 separate periods per age group.

5. Begin to plan for specific programs once you have established when and how many times you will meet special groups. Since special events, such as speakers, exhibits, field trips, workshops,

and films often involve having someone from the community come in or require more preparation than other programs, these should be decided on and scheduled first. Additionally, the types of activities to be included warrant careful consideration. Some require a great deal more preparation than others. For example, activities involving crafts or food preparation usually involve gathering sufficient quantities of materials or supplies, providing adequate space and equipment to carry out the activity, and having additional helpers available.

6. Share your schedule after it is fairly well set. A calendar of the first month's events might be given out at registration. Other copies can be posted in the library and in other places in the community or distributed to schools as flyers.

   Your personal calendar should also contain dates for volunteer orientation, when news releases for various activities need to be submitted, films ordered, etc.

Sample Registration Form

Put me on the sports team!!!

Name _____

Address _____

City _____

Zip Code _____

Phone _____

I am in _____ grade

at _____ school.

Recruiting Volunteers

W H Y

There are many advantages to enlisting the aid of volunteers in carrying out a reading program. They can help with the children, particularly when a program involves crafts or other activities requiring additional supervision. They can also share special knowledge on some area of interest to children, provide refreshments or favors for that special event, publicize the reading program, and collect craft items, in addition to helping with other activities.

W H O

Volunteers can be recruited from many sources. When you are planning the publicity for the reading program, also plan to publicize your need for volunteer help. The same media can be used: newspapers, TV, radio, flyers, and posters. A special effort should be made to contact the Friends of the Library, civic organizations, senior citizen's groups, youth organizations, and the school administration.

H O W

Have forms available to register volunteers. When the potential volunteer signs up, s/he should be given the date and time of the first meeting of all volunteers. A sample form is included in this handbook.

By the time of the volunteer orientation meeting, you should have a good idea of what you will need in order to accomplish the goals for your program. Mimeograph a list of how the volunteers will be able to help you and have them commit their time and talents to specific areas at that first meeting. One important service which may be done by a volunteer is to call the other volunteers to remind them of specific responsibilities.

When planning the awards ceremony for the children participating in your program, also plan a "special event" for your volunteers.

Obtaining What Is Needed

One of your first tasks should be to examine existing children's collections for titles that will tie in with the sports theme. Make note of those titles that could be used for story hours, displays, or special activities. If your budget allows, you may wish to order additional titles. (This handbook contains selected fiction, biographies, narratives, and nonprint material for each sports category in bibliographies at the end of each chapter. A bibliography of additional resources is located at the back of the handbook.)

Volunteer Registration

Name _____

Address _____

City _____ Telephone _____

Special talents or interests: _____

_____

Ways I can help: _____

_____

_____

Dates and times I am available: _____

Sports is the theme of our current reading program at

_____

Making the program fun and exciting requires the efforts of many people.

Volunteers are one of our most important resources and we welcome your assistance!

Our volunteer orientation meeting will be held on

_____

at _____

See you there!

Publicizing the Program

Obtain lists of films from any collection which may be available for your use. Teachers, of course, have access to their schools' collection and usually to a systemwide or regional collection as well. Some civic and community organizations have media that they will loan to groups in their locale. The holdings of public libraries and regional libraries are available to all. Additionally, a number of companies and organizations loan or rent films on a variety of topics. An an-

notated list of several of these organizations is found on page 107. Films need to be scheduled as far in advance as possible.

Obtaining and storing a sufficient quantity of supplies to be used in craft projects can be an awesome task. The key to not becoming overburdened with "beautiful junk" is to know what craft projects you will be doing and precisely what materials they require. List the materials on flyers which contain information on "collection boxes," then post them at such locations as the library, the school, senior citizens' centers, and shopping malls. Enlist volunteers to periodically collect and store the materials until they are needed.

An essential part of a total program is making the community aware of what is being offered, not only before it begins, but throughout its duration. Planning and carrying out a publicity campaign can be time-consuming and costly, therefore, care must be taken to select the methods promising to be the most effective for reaching your target audience. The following possibilities are offered:

Advertisements: For mass publicity, place ads in the local newspaper, shopper's weekly, and school newspapers.

Bookmarks: Bookmarks advertising various aspects of the program or even materials needed can also be easily made. One means of distribution is to put them into books being checked out at the school or public library.

Bulletin Boards: Bulletin boards within the facility where activities will be held are a natural for advertising the reading program. Other places which may offer bulletin board space which can be used to publicize your programs are supermarkets, laundromats, and recreation centers.

Direct Mailings: If your budget allows and you have a mailing list, consider sending out postcards as a special invitation to participate in the reading program.

Flyers: Large numbers of flyers can be duplicated relatively inexpensively. Volunteers could help distribute them to schools, clubs, and public places. A camera-ready border, which can be used for a general announcement 8½-by-11-inch flyer is included in this section. A camera-ready flyer border is also included in each specific sports section.

Newsletters: Once your program is "off the ground," develop a newsletter telling and showing what has been going on. Use some of the children's artwork, stories, and poems.

Newspaper Articles: Contact your local newspapers for information on what announcements they will accept, the format and length, how often they will publish them, and when information must be submitted to them for publication by a certain date. When preparing the news release, use concise language covering the who, what, where, when, and why of

the program or event you wish to publicize. When you have an event planned that promises to be a hit, notify the newspapers well in advance so that they might cover it with a story and pictures.

Posters: Posters giving details of programs and pertinent dates could be made and distributed by volunteers.

Radio and TV: An excellent way of reaching large numbers of people is through public service announcements on local radio and TV stations. Contact the stations to find out what they require and deadlines for submitting information.

School Visits: This is often a highly successful method of getting information to the children. Schedule these in advance, and be sure to take along posters, bookmarks, and flyers.

Go! With Activities

Introduction The book is organized by chapters which contain ideas for displays and exhibits, special events, and activities using the sports theme, as well as patterns for artwork and an extensive bibliography. Each chapter includes the following:

Displays and Exhibits: This category tells how to create interest in a program, activity, or series of activities by assembling materials, such as equipment used in a particular sport or decorating an area to depict a theme.

Special Events: This section presents ideas for special activities that are scheduled well in advance because they involve more preparation.

Activities: Ideas are listed that can be used in isolation or combined with several other ideas for an individual program.

Patterns: Artwork is shown that could be used in advertising programs, decorating materials used with various activities, or as bookmarks, awards, mobiles, or name tags.

Bibliography: This is a categorical listing of fiction and nonfiction, journals, and nonprint media appropriate for use with activities in each area of sports and as resources for additional programing ideas.

Some types of sports may be more appealing to various groups or enjoy more popularity in some areas than in others. Therefore, displays and exhibits, special events, activities, patterns, and bibliographies have been developed in the following sports categories:

Individual Sports
Partner Sports
Racing Sports
Team Sports
Water Sports
Winter Sports
Miscellaneous Sports

While the number of activity ideas under each heading is necessarily limited, it is hoped that those given may provide the spark for many additional ideas. Also, an idea presented under one sports category may be adapted for use in another or for a sport that has not been mentioned, but that is popular with segments of your audience.

The Kick Off

For reading programs conducted over several weeks, such as those offered by public libraries, some type of registration is usually held prior to the start of scheduled events. Registration may comprise a portion of one day or an entire week. It should be widely publicized in order to draw as many children as possible.

Having children come to the library or other setting to register offers an additional opportunity to publicize what is to come in the days and weeks ahead. This may be accomplished in the following ways:

Children registering for the program may be given a packet of materials which may include:

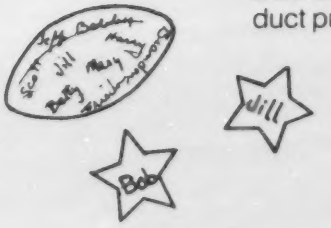
- a booklet to record books read
- a bookmark
- a flyer or calendar of events
- tickets to films or special events

The children's area itself should attract attention and generate interest in the sports theme with:

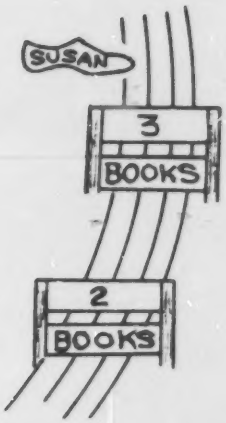
- posters
- wall decorations
- book displays
- mobiles
- exhibits
- displays of awards, ribbons, or stickers.

As soon as children register, make them feel as if they are part of the program:

> Have a "game ball" (made of either papier mâché or a large piece of cardboard cut in the shape of a football, baseball, etc. and have each child sign his/her name as part of the team.
>
> Form the "Reading All Stars" team. A star shape cutout with the name of each child written on it can be used as a name tag at a first program meeting and then placed on a bulletin board, banner, or pennant with the team name (or names, if you conduct programs according to specific age levels).



For children who have contracted to read a certain number of books during the program, provide a visual means of showing their progress:

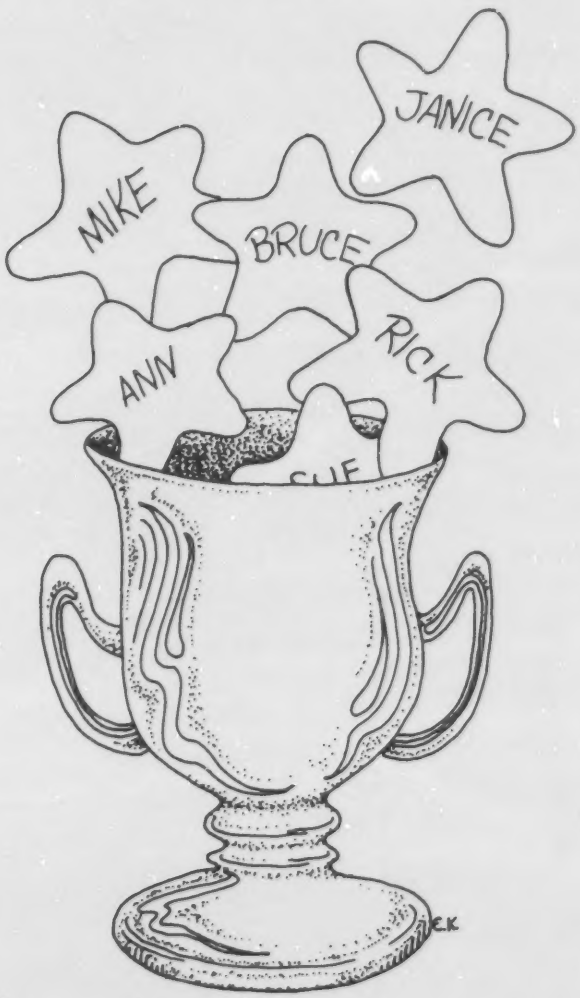


A piece of shelf paper with a track, hurdles, and a finish line is a natural; cutouts of "t.ack shoes" with a child's name on each could depict his/her progress.

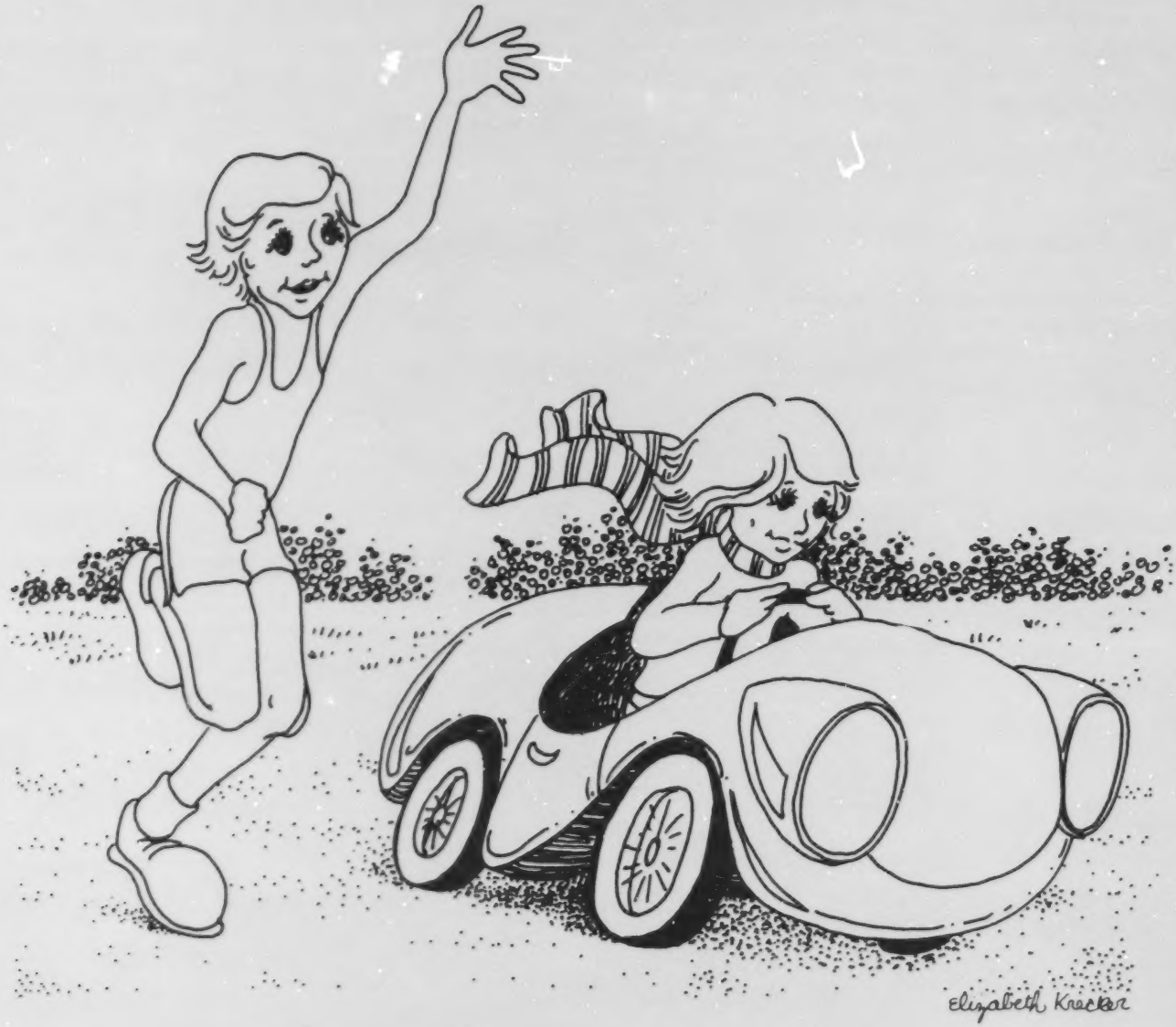
Footballs crossing a goal post might be another way to draw attention to those individuals completing certain requirements.

A horse race and a winner's circle or golf carts proceeding around a course are additional ways to record the children's progress.

Have a large "gold" trophy which holds the names of those children completing their reading or a "trophy case" where each child's "trophy" may be displayed.



RUNNING THE COURSE: Program Ideas



Elizabeth Krecker

Individual Sports

Displays and Exhibits

Check to see if a local sporting goods store would be willing to display archery equipment, bowling balls and shoes, golf clubs, and other sports-related items.

Emphasize that shoes vary according to the sport being played; demonstrate this by displaying as many different sports shoes as you can find. The shoes could even be numbered so that the children might guess which shoe is appropriate for which sport. Hold a contest and award the winner a ticket for a free game of bowling.

Hang a "food groups" mobile. Being a good athlete requires good nutrition.

Set up several archery-type targets with book jackets affixed to the bull's-eye.

Special Events

Hold a Bike Rodeo! Reserve a large parking lot or school yard and set up events which test balancing skills, steering ability, speed, and braking. A check of safety equipment and knowledge of hand signals could be done as the children register for the event. (The police department may even assist you.) If you anticipate a large turnout, you will need to divide the children by age into 2 groups. Provide ribbons for the winners of each event. A separate tricycle event could be set up for younger children, as well as a contest for decorated bikes. *Good News: Every Kids' Book of Things to Do*[1] includes a unit on setting up "Your Own Bicycle Olympics."

Gymnastics is becoming popular with even very young children through classes offered by Parks and Recreation departments, YMCAs, and other groups. Contact one of these in your area and arrange a demonstration by young gymnasts.

Plan a field trip to a bowling alley or miniature golf course. If this proves impossible due to transportation or scheduling difficulties, try to get complimentary tickets so that the children can explore these activities with their friends or parents.

Have a representative from a local bike shop bring a bike, name the various parts, and discuss simple repairs.

Have someone from a local riding stable bring in saddles, if horseback riding is popular in your area. Some young riders dressed in riding habits might talk about riding and answer questions.

Bring in the track team from the local high school to demonstrate several events such as hurdles, sprints, and dashes. The importance of physical fitness and good health habits could be incorporated into the program.

Organize a bicycle clinic. Many police departments will conduct programs on bicycle safety. If available in your area, this would be an excellent way of stressing safe biking practices.

Activities

Stopwatches fascinate children; borrow one and devise ways of demonstrating second and split-second differences in tasks the children could perform, such as walking, negotiating an obstacle course of building blocks, stringing beads, and transferring pieces of paper from one cup to another by inhaling on a drinking straw.

Relays are a natural when emphasizing track events, and the possibilities are endless. If space is not a problem, line the teams up at one end of a long room and have the first member of each team go to the far end of the room, around a chair, and then back again to tag the next team member.

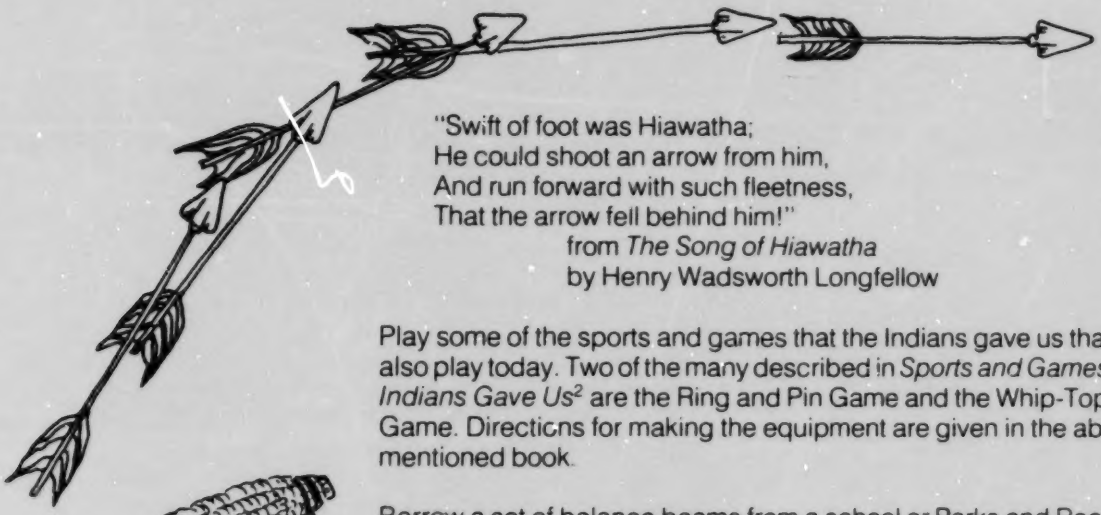
Vary *how* the relay is run by:

- crawling
- walking backwards
- duck walking
- crab walking
- heel-to-toe walking
- skipping
- wheelbarrow racing
- 2-person sack racing

Conduct stationary relays if space is limited:

- Have children pass a baton (stick) through their legs to the next child in line; the last child in line runs to the front and the process is repeated. The first team back to the original position wins.
- Pull a bottomless burlap bag or hula-hoop down over each child with the next child stepping into the bag or hoop and pulling it up in the opposite direction. Repeat this until the bag or hoop reaches the end of the line.

Purchase one of the many inexpensive target games on the market in which velcro-covered balls are used instead of darts. Or have an industrious individual design a felt target to fit the theme of a story hour. For example, after hearing about William Tell, the children might be given the opportunity to "hit the apple."

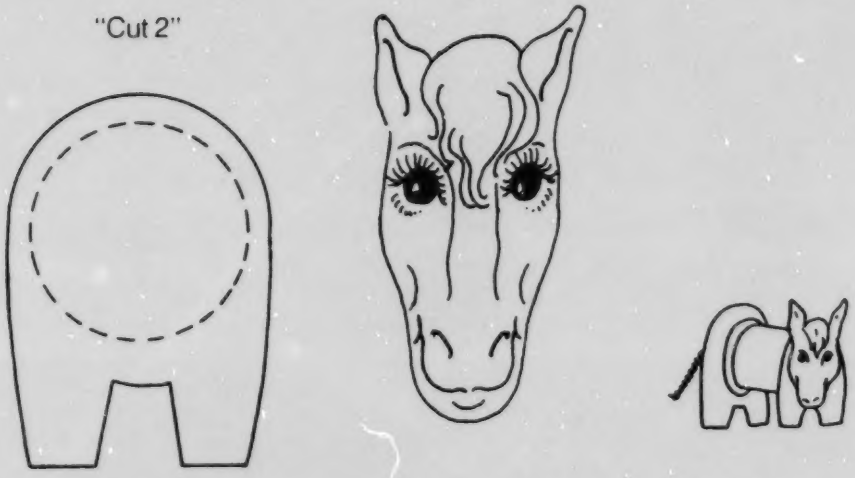


"Swift of foot was Hiawatha;
He could shoot an arrow from him,
And run forward with such fleetness,
That the arrow fell behind him!"
from *The Song of Hiawatha*
by Henry Wadsworth Longfellow

Play some of the sports and games that the Indians gave us that we also play today. Two of the many described in *Sports and Games the Indians Gave Us*[2] are the Ring and Pin Game and the Whip-Top Game. Directions for making the equipment are given in the above-mentioned book.

Borrow a set of balance beams from a school or Parks and Recreation department and have children practice walking forwards, backwards, and sideways. If you cannot get beams, a long line of masking tape may be used.

Put together spool horses. Medium-size wooden spools are used as the body for the horse. Patterns for the 3 body parts can be distributed to the children for tracing, cutting, and coloring. Glue the pieces to the spool, making sure the feet rest squarely on the table. (Put spool on end until glue dries.) Glue the finished head on the front and a small yarn tail to the back.



Exercising goes hand-in-hand with gymnastics. Have someone develop simple exercise programs for the various age groups and teach these to the children.

Bicycles are very important to children even if they don't have that big 2-wheeler yet. Dittos of bikes could be colored by the children and cut into puzzles. Provide each child with an envelope in which to carry his/her puzzle home.

Adapt *Curious George Rides a Bike*[3] into a puppet show which would emphasize the correct and safe way to ride a bike.

Sharpen throwing skills with an inexpensive ring toss game or several homemade bean bags and a trash can or bucket.

Play charades. Have one child at a time act out his/her favorite individual sport.

Have a game day. Organize and play such old favorites as "Ring around the Rosie," "Farmer in the Dell," "Hot Potato," "Follow the Leader," "Drop the Handkerchief," "Hopscotch," and "Simon Says." For an interesting collection of table games based on Olympic track-and-field events, consult the "Tabletop Olympics" section of *Kids' America*.[4]

Make sports collages. Have the children cut up old magazines dealing with sports and paste figures into separate collages or one large collage.

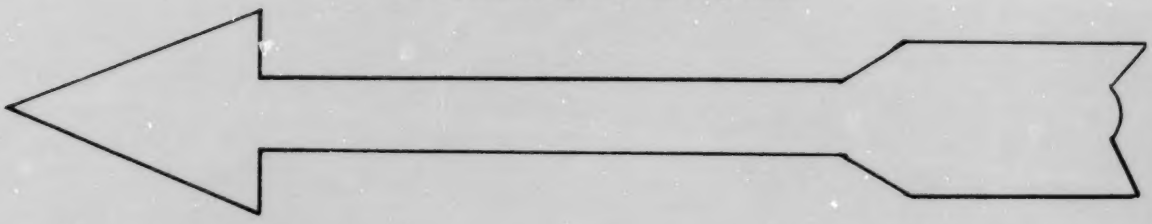
Construct stick horses. You will need some old broomsticks, mop handles, or pieces of wood that have been sanded and shellacked. The head is a paper bag on which eyes and ears have been drawn or pasted. Scraps of yarn become the mane. Stuff the bag with old newspapers and tie it securely onto the stick.

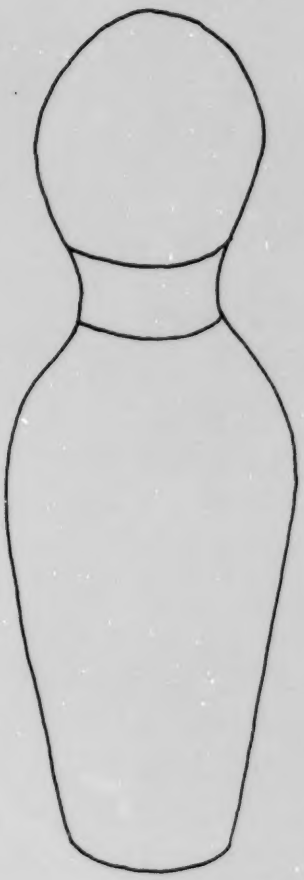
Take turns at a bowling game with plastic pins to make a story about bowling competition come alive.

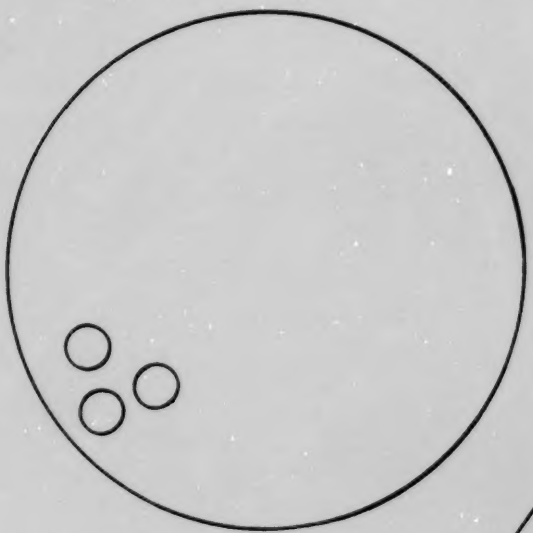
Emphasize good nutrition. Prepare a nutritious snack and give everyone a sample. Pass out a sheet or small booklet of simple recipes. Your county extension agent for home economics might be able to assist with this activity.

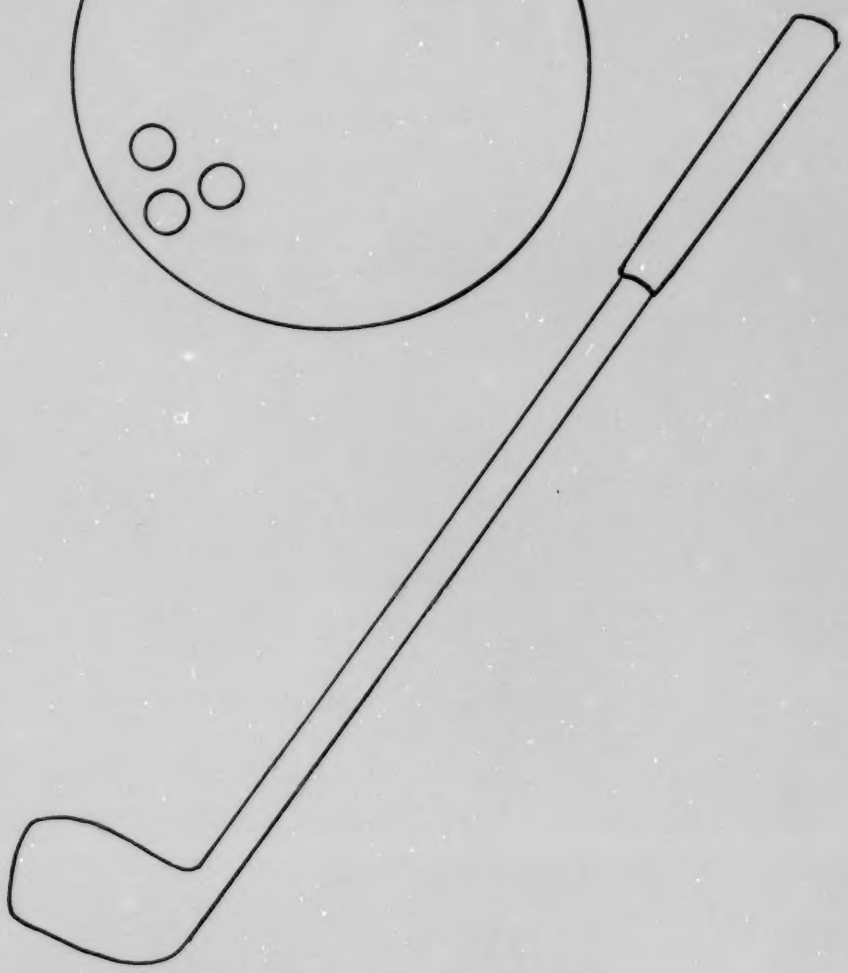
Would some of your older children be interested in learning about the many individual and team sports that are played by wheelchair athletes? *Wheelchair Champions: A History of Wheelchair Sports*[5] is one source of information.

Patterns for Mobiles, Decorations, Awards, etc.

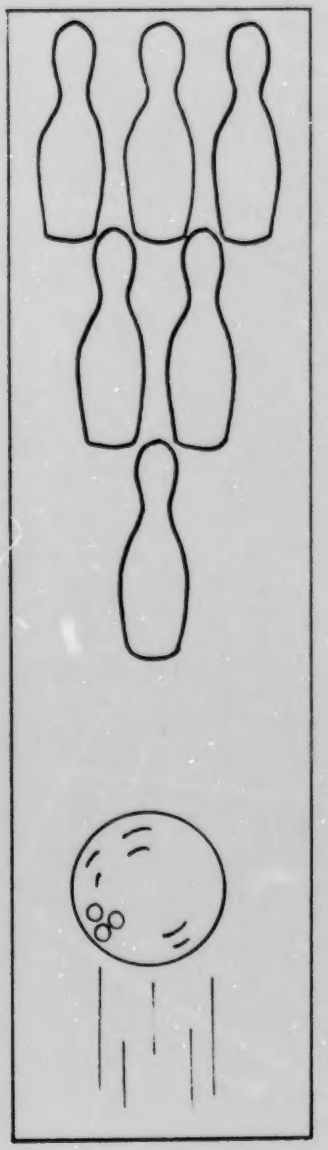


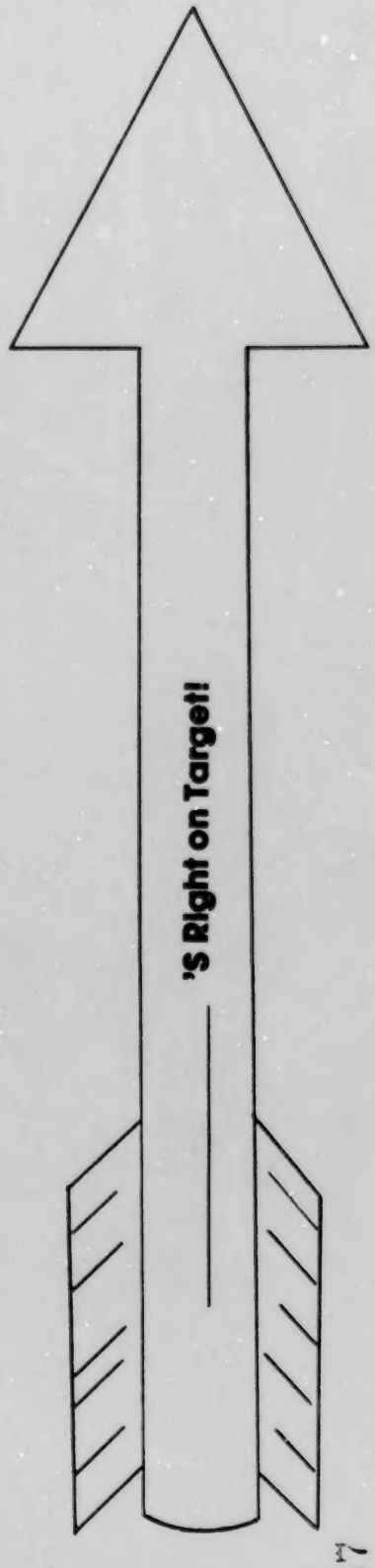


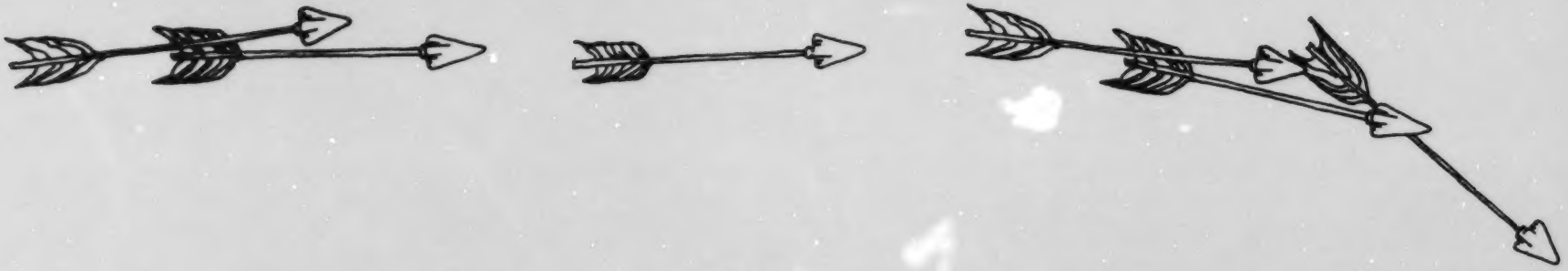


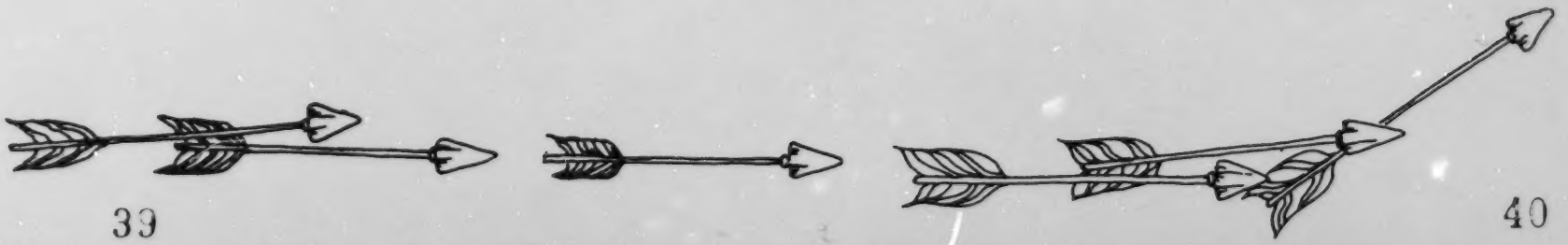


Bookmarks









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Partner Sports

Displays and Exhibits

Make a mobile out of a badminton racquet with birdies hung from the face by strings.

String up a badminton net and pin on book jackets.

Display tennis equipment from a local sports shop.

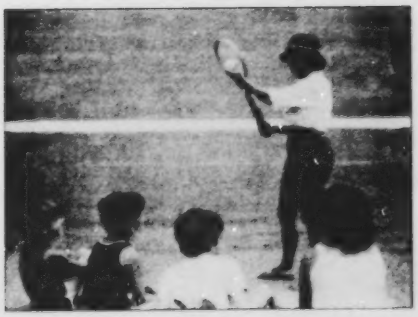
Design your bulletin board like a croquet course. Instead of wickets, use book jackets.

Special Events

Integrate the martial arts into the program. Karate or judo instruction is now available in most areas through Parks and Recreation departments, YMCAs, or private studios. Invite an instructor to give a demonstration. Perhaps some young students could be involved.

Have a junior or senior high school wrestling team discuss weight classes and scoring and demonstrate various wrestling holds.

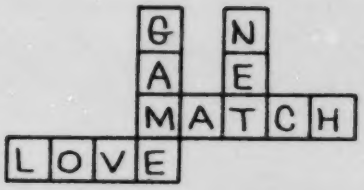
Ask around and borrow table tennis equipment and enlist the help of young players in demonstrating how to play the game. Although table tennis games are readily found in church social halls, recreation buildings, and homes, children often have never been taught the rules for singles or doubles play.



Hold a "Partner Day" in a nearby park. A variety of activities such as croquet, badminton, table tennis, horseshoes, shuffleboard, and hopscotch could be set up for the children to play with their partners.

Invite a tennis instructor to discuss terminology and scoring and to show basic serves and strokes.

Activities



Set up stations around the room where equipment for a particular sport is displayed. Rotate the children from station to station so that they will all be able to examine racquets, birdies, tennis balls, and other equipment.

Design a crossword puzzle using tennis terms.

Pantomime an action used in some sport. Have the children guess what the sport is. Let several of the children have a turn.

Wrestle! Since actual wrestling would be difficult within the confines of most facilities, have contests involving arm wrestling or thumb wrestling. In thumb wrestling, 2 people join their hands with their arms resting on a table. One person tries to pin down the thumb of the other with his/her thumb. You may not lift your arm or move the rest of your hand.

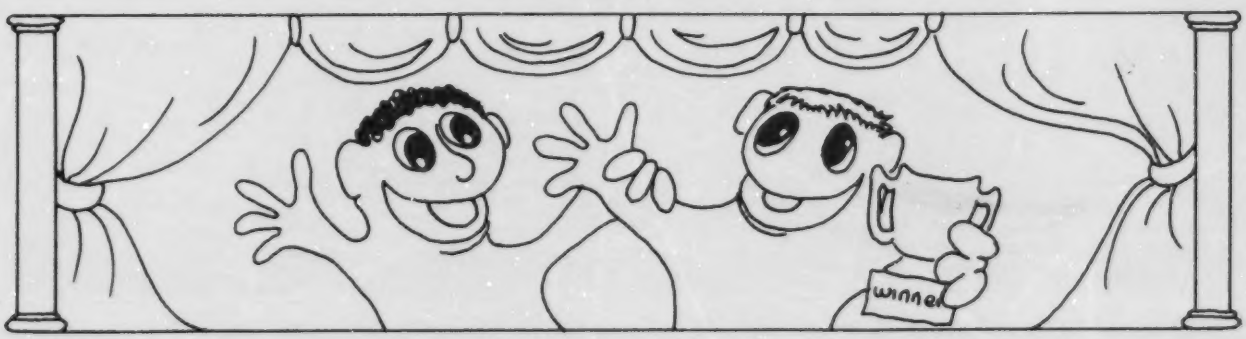
Have some of the older children research and report on such topics as famous tennis players, tournaments, and types of courts, if tennis is popular in your area. Pictures cut from tennis or other sports magazines could highlight reports.

Assemble a "Touch 'n' Tell" box (a large box with a hole in the top or side large enough for a child's hand). Put in a ping-pong ball, birdie, tennis ball, or croquet ball and let the children guess what it is they feel and what sport it is used for.

Have older children write a short poem about their favorite partner sport or come up with a "knock knock" or other type of joke.

Let the children take turns taking a few punches at a toy punching bag, after sharing a book about boxing. If you can borrow a pair of boxing gloves, trying them on would be an extra treat.

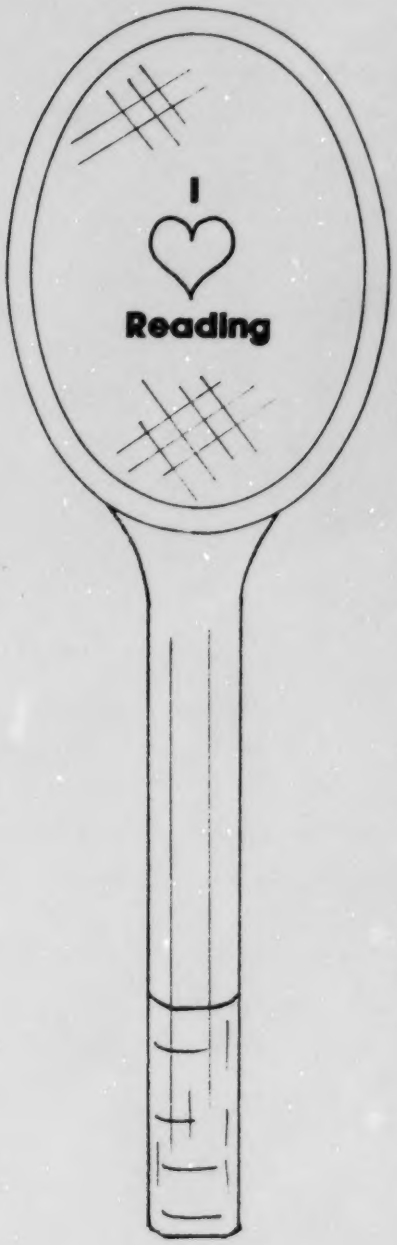
Teach good sports behavior. In partner games, somebody wins and somebody loses. Put on a puppet show concerning being a good sport and being a good loser.

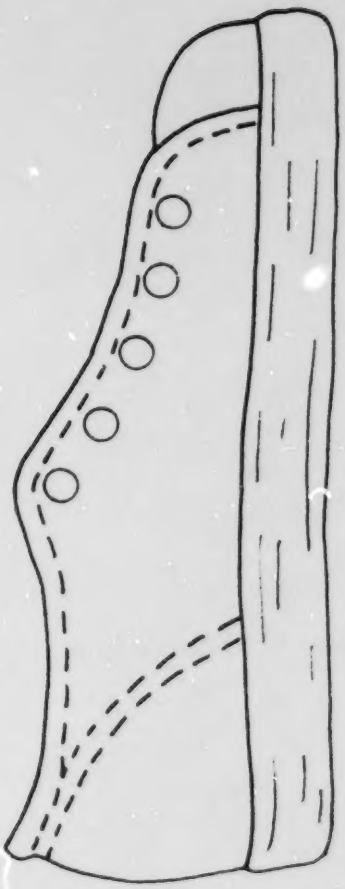


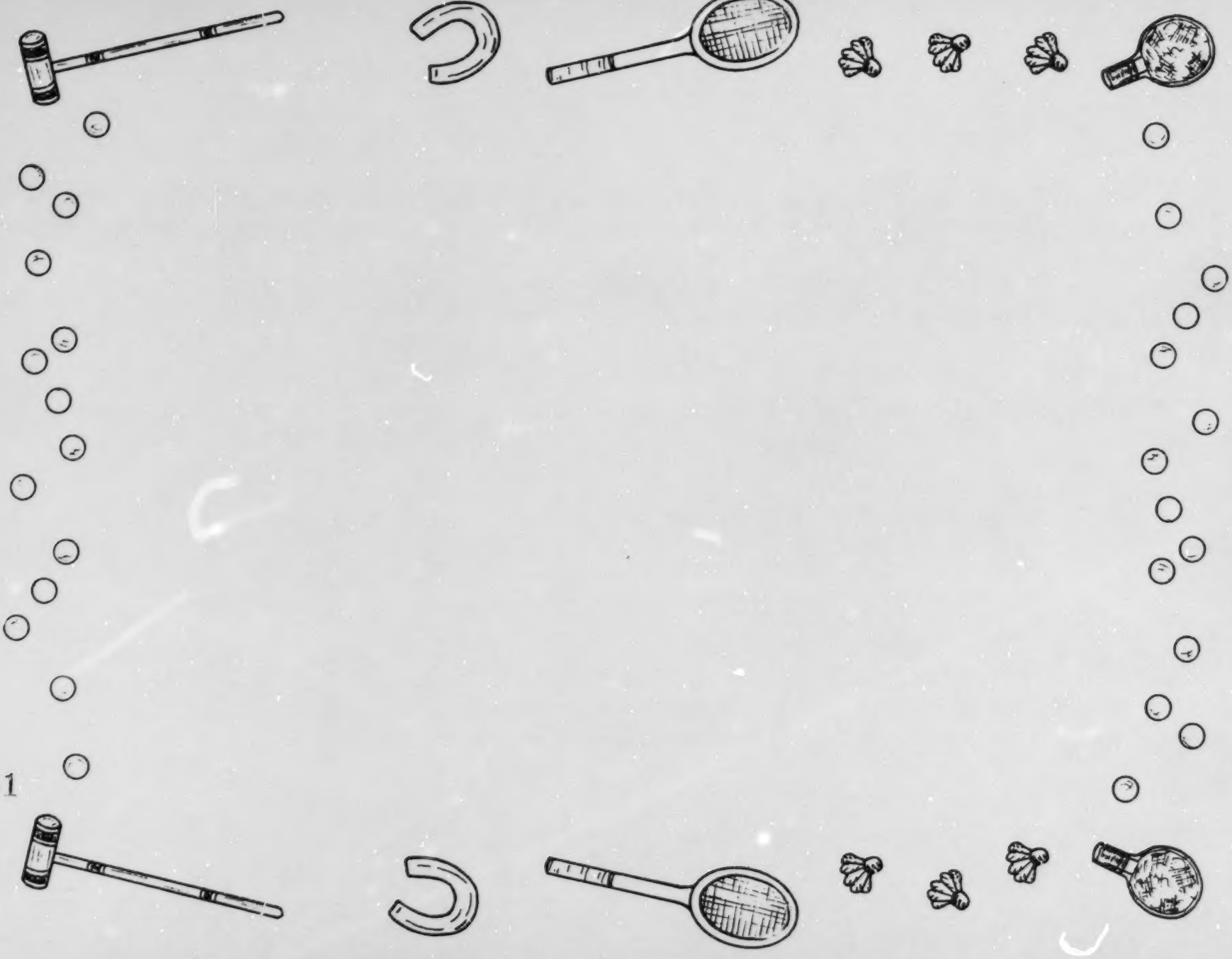
Ping-pong balls can be used in many relays. They can be blown across the finish line, pushed with noses, and carried on a spoon.

Patterns for mobiles, decorations, awards, etc.

Bookmarks







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Racing Sports

Displays and Exhibits

Suspend a variety of helmets (go-cart, motorcycle, etc.) from light fixtures.

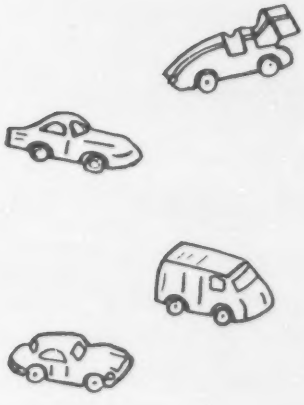
Assemble a display of model cars. Identify the owners by placing a small name tag next to each car.

Have children design a variety of racing flags to decorate the room. Most races use flags for signaling the start and finish of races, as well as warning of trouble.

Cut out pictures of some of the most well-known racing heroes from sports magazines. Display these on a bulletin board with their names placed over to the side, out of order, with the caption: "Can You Match These Racing Heroes?"

Special Events

If soap box racing is held in your area, contact the local association to check out the possibility of bringing in several racers. The drivers and their parents should be prepared to answer questions on how to build the cars, get parts, enter races, and get started in soap box racing.



Have a "Racing Day." Most children have one or more of the "matchbox"-type cars and no doubt would be delighted to bring them in. Construct a racetrack for the small cars using a slanted board or box to give the cars momentum. Mark a finish line with masking tape or string. Pair the racers and have the winner of each contest, race against another winner until a small number of champions emerge. Bookmarks in the shape of a trophy might be awarded the winners.

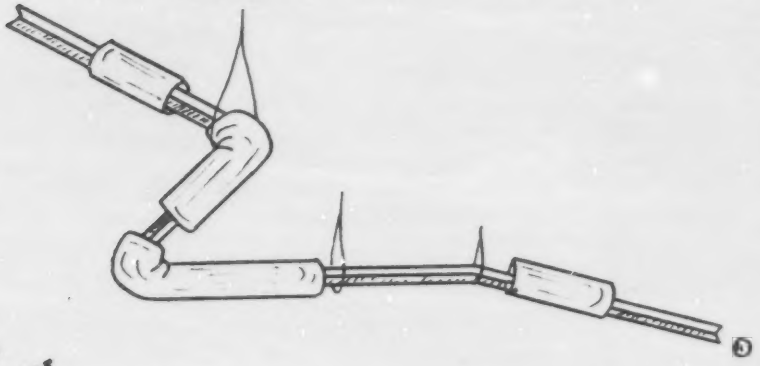
Contact a local track or racing association for the name of someone who would bring his/her racing or stock car to a nearby parking lot and answer some of the questions that the young audience will surely have. If a race car driver cannot be found, perhaps a rep-

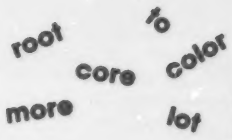
resentative of a motorcycle dealership would display a cycle and discuss safe riding practices.

In many areas, go-cart racing is enormously popular. If a field trip to a nearby track is not possible, find some go-cart racers who will discuss this sport with the children. Safety aspects of the sport should be emphasized.

Activities

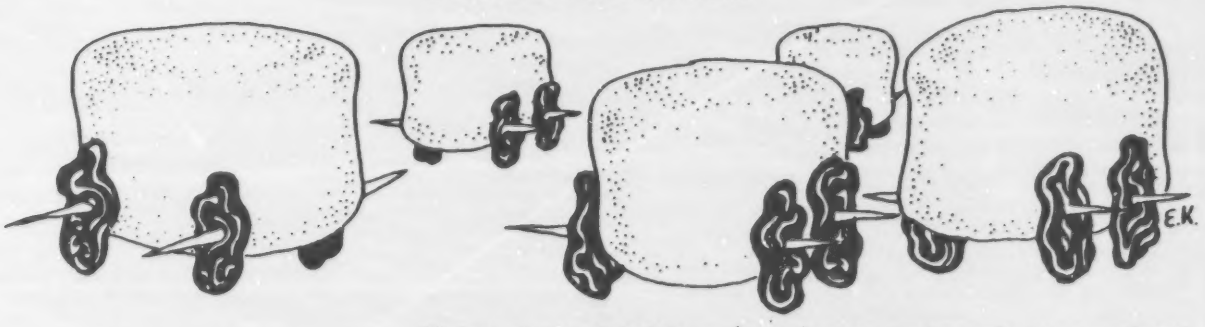
Construct a raceway—not for cars—but for marbles. Collect or have the children bring in cardboard tubes from toilet paper, paper towels, wrapping paper, tinfoil, etc. Using the directions in *Kids America*,[1] cut the tubes to make both open and closed pathways for the marbles to travel.



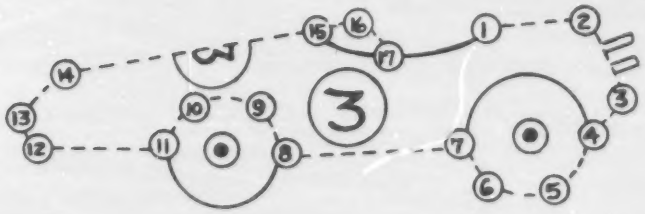


Hold a contest among the older children. How many words can be made from the word "motorcycle?"

Make marshmallow cars. Use one large marshmallow, 2 toothpicks, and 4 raisins for the wheels.

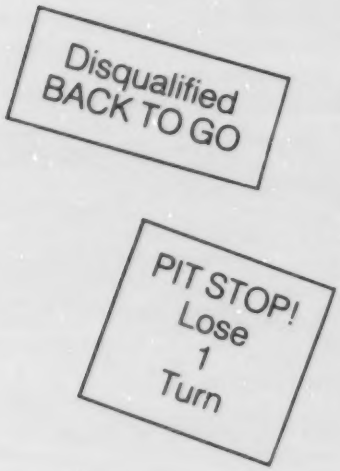


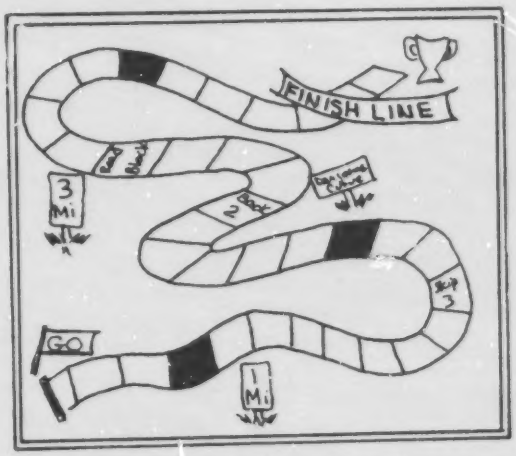
Make a dot-to-dot picture of a racing car, motorcycle, or go-cart and mimeograph copies for the children.



Use pictures from racing magazines or brochures from car dealers to illustrate student-written stories about racing.

Construct a board game for groups of older children to play, using a Candyland-like format. The game board could be drawn on poster board with felt-tipped markers and laminated for permanency. Use miniature cars as game pieces which move along the track according to the directions placed on a deck of cards.

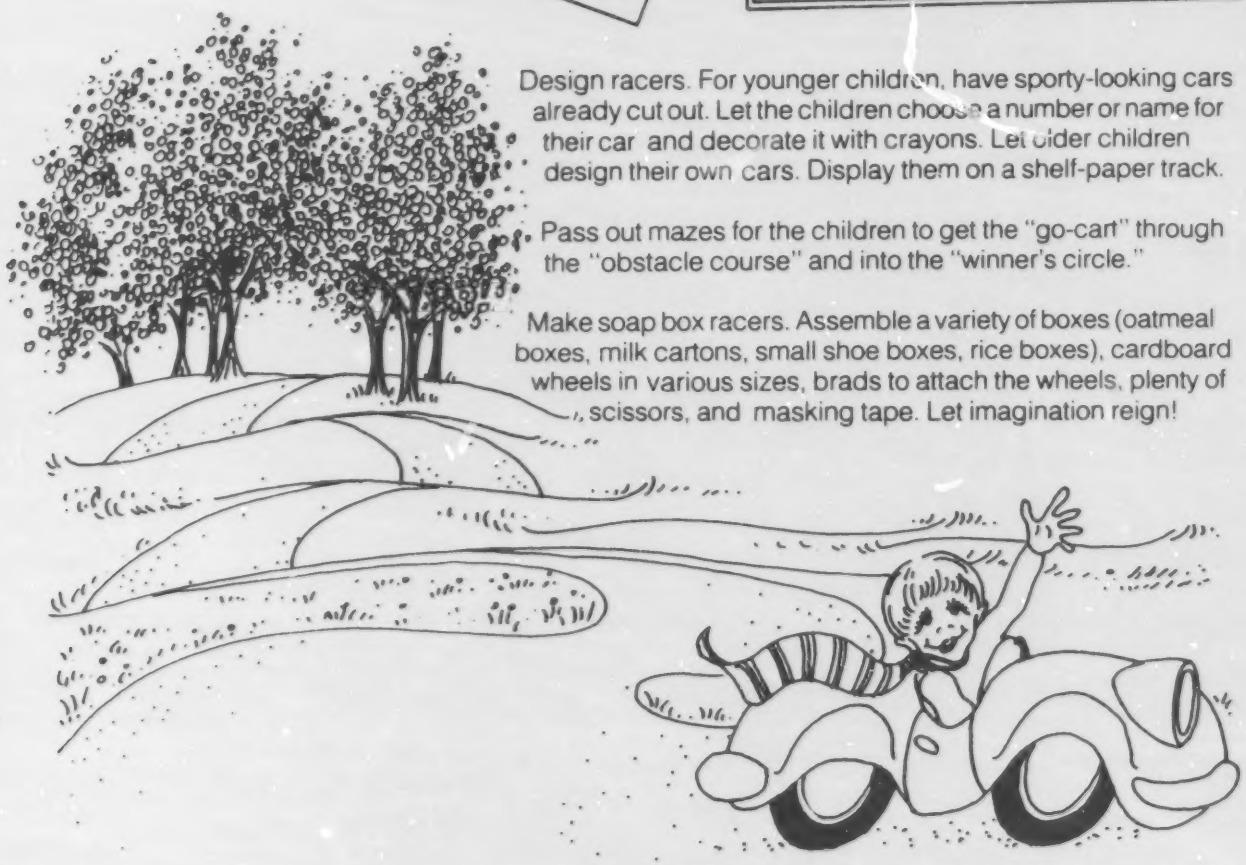




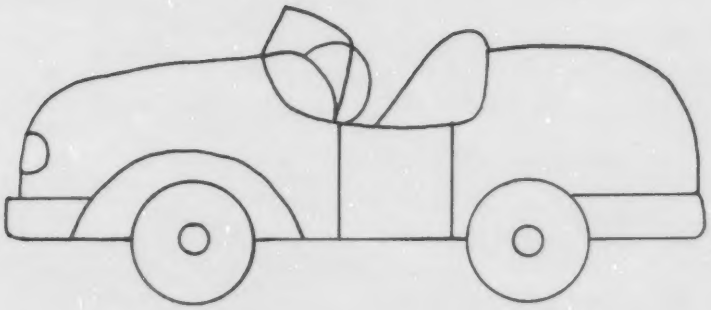
Design racers. For younger children, have sporty-looking cars already cut out. Let the children choose a number or name for their car and decorate it with crayons. Let older children design their own cars. Display them on a shelf-paper track.

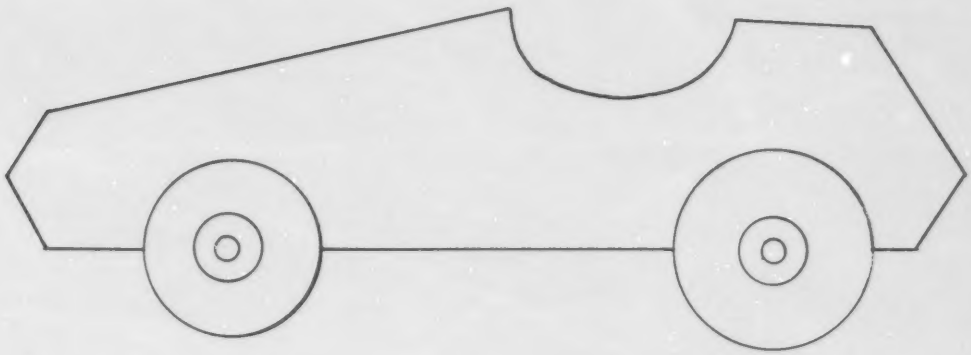
Pass out mazes for the children to get the "go-cart" through the "obstacle course" and into the "winner's circle."

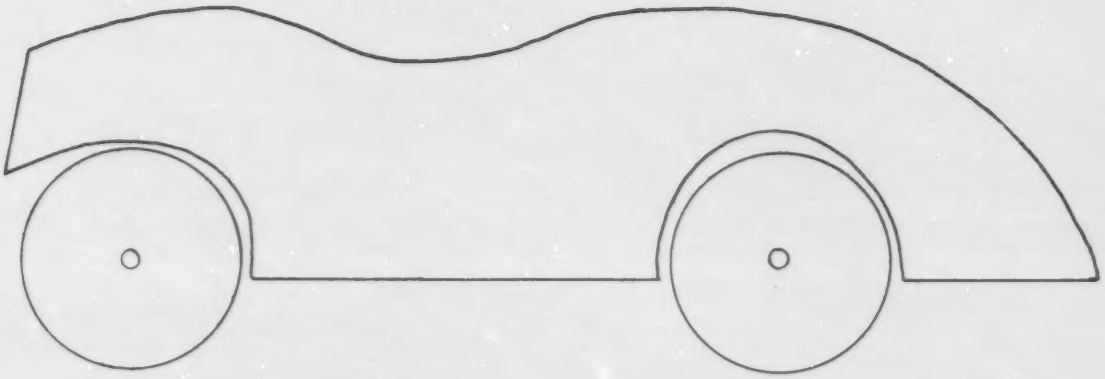
Make soap box racers. Assemble a variety of boxes (oatmeal boxes, milk cartons, small shoe boxes, rice boxes), cardboard wheels in various sizes, brads to attach the wheels, plenty of scissors, and masking tape. Let imagination reign!



Patterns for mobiles, decorations, awards, etc.







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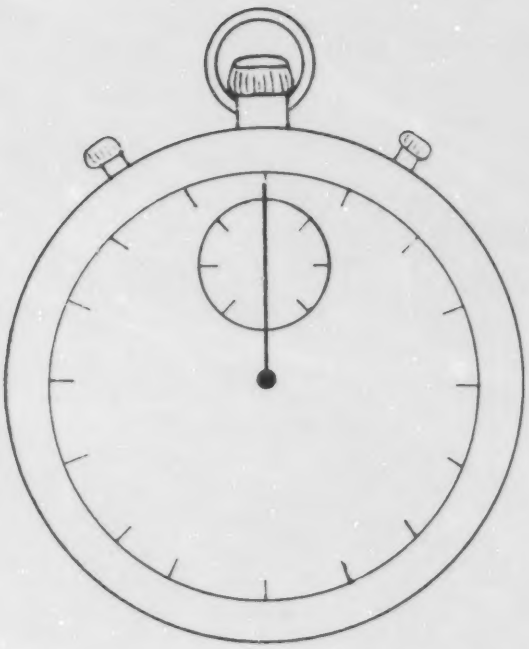

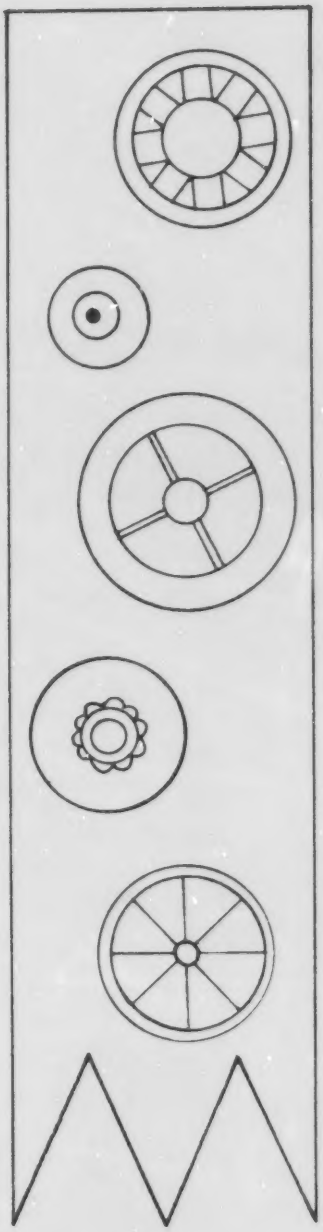

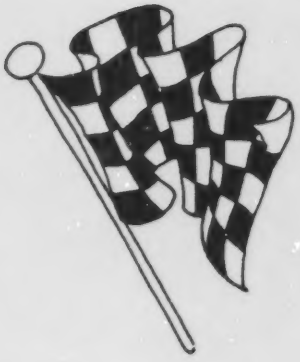

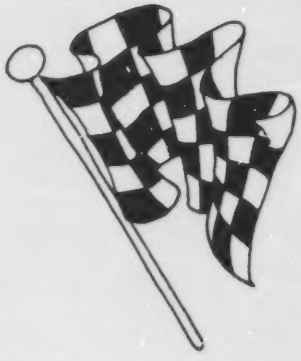

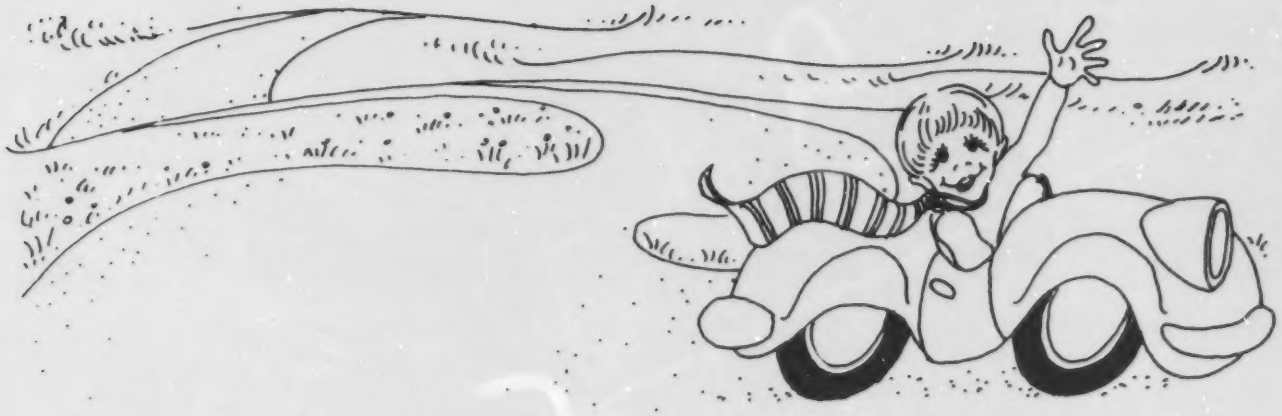

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Team Sports

e.K.

Displays and Exhibits

Borrow a collection of team pennants and put them on the walls, or have the children design one for their favorite team.

Assemble a variety of items bearing the name of the professional team which is most popular in your area. A local store might lend a number of such items for display. (You will be able to find anything from mugs to wastepaper baskets to clothing of all kinds.)

Have children help you assemble a display of balls used in team sports.

Display appropriate book jackets with each type of equipment. A local high school might lend you equipment for the major team sports.

Special Events

Plan a "T-shirt Day." Belonging to a team often means that all the members wear some type of uniform. Your "Reading All Stars" (or whatever name you wish) should be no exception. Have each child bring in a white T-shirt. Designs are drawn on white paper with fabric crayons. (*Crayola Craft* markets a box of 8 crayons for approximately $1. Complete instructions are given on the box.)

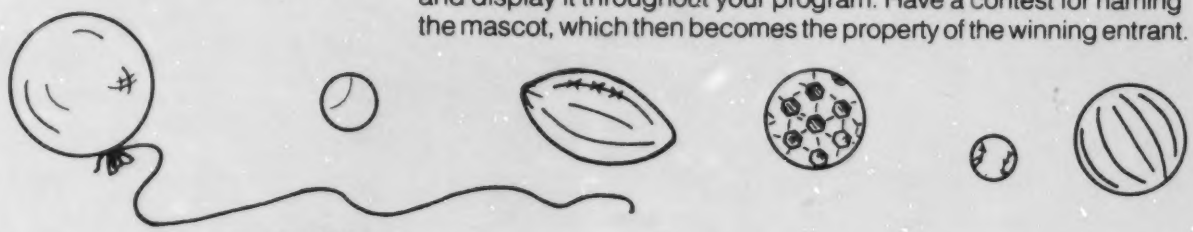
The design is then ironed onto the shirt. You will need some volunteers to help prepare the designs and to assist in making the transfers. Older children may be able to color their own designs.

Elementary-aged children are becoming more and more involved in team sports. Some schools provide opportunities for team sports; many areas have their own soccer, baseball, and football associations; and organizations such as the YMCA offer team sports. Contact an organization in your area or the school's athletic department and invite a coach and some young team members (in uniform) to come to talk about their sport. On the flyer advertising this special

event, announce that any children involved in a team sport may wear their uniforms to the program. You might have these children stand and give the type and name of their team.

High school sports are popular with individuals in all age ranges. Elementary children may have older brothers or sisters involved in the sport or just may be interested in what will be available to them in a few years. Have a physical education instructor or coach help you plan a program around one or more high school sports such as football, baseball, basketball, softball, or volleyball. You might want to hold this special event in or around a local school with members of various teams giving pointers to the participating children.

Purchase a large stuffed animal to be the "All Stars" team mascot, and display it throughout your program. Have a contest for naming the mascot, which then becomes the property of the winning entrant.



Activities

Bring in balls from a variety of team sports. Pantomime a particular sport and have the children guess which ball is used.

Play balloon volleyball. String a volleyball or badminton net across the center of the room. (Heavy string could substitute for a net.) Use a balloon as the ball and be sure to have a few extra balls on hand. Tailor the rules to the age group.

Have a softball throw. Using bean bags, practice an underhand softball throw with a homemade target. The target could be plywood or heavy cardboard with holes cut in it or even a wastepaper basket.

Design a mural of team sports. Start early collecting sports magazines. Let the children "cut and paste" on a long piece of shelf paper.

Present "Casey at the Bat" in a puppet show format. The children could make their own "Casey" puppets from felt.

Create a "sports mix-up." Using the flannel board and cutouts of uniforms and equipment for various sports, mix up shoes (tennis shoes, skates, skis, etc.) with clothing (shorts, swimsuits, ski pants, etc.) and hats (helmets, caps, etc.). Use a stopwatch to see how fast one or 2 children can unscramble the players' clothes.

Play nerf basketball. Nerf balls are made of soft rubber and can be used indoors. The basketball set contains a ball and a small basket which can be attached at any height. Allow each child a certain number of throws.

Play baseball. Using 4 chairs as bases, pitch "easy" (single base), "medium" (double base), and "hard" (home run) questions on some topic to one-half of the group. After 3 outs, let the other team come to bat.

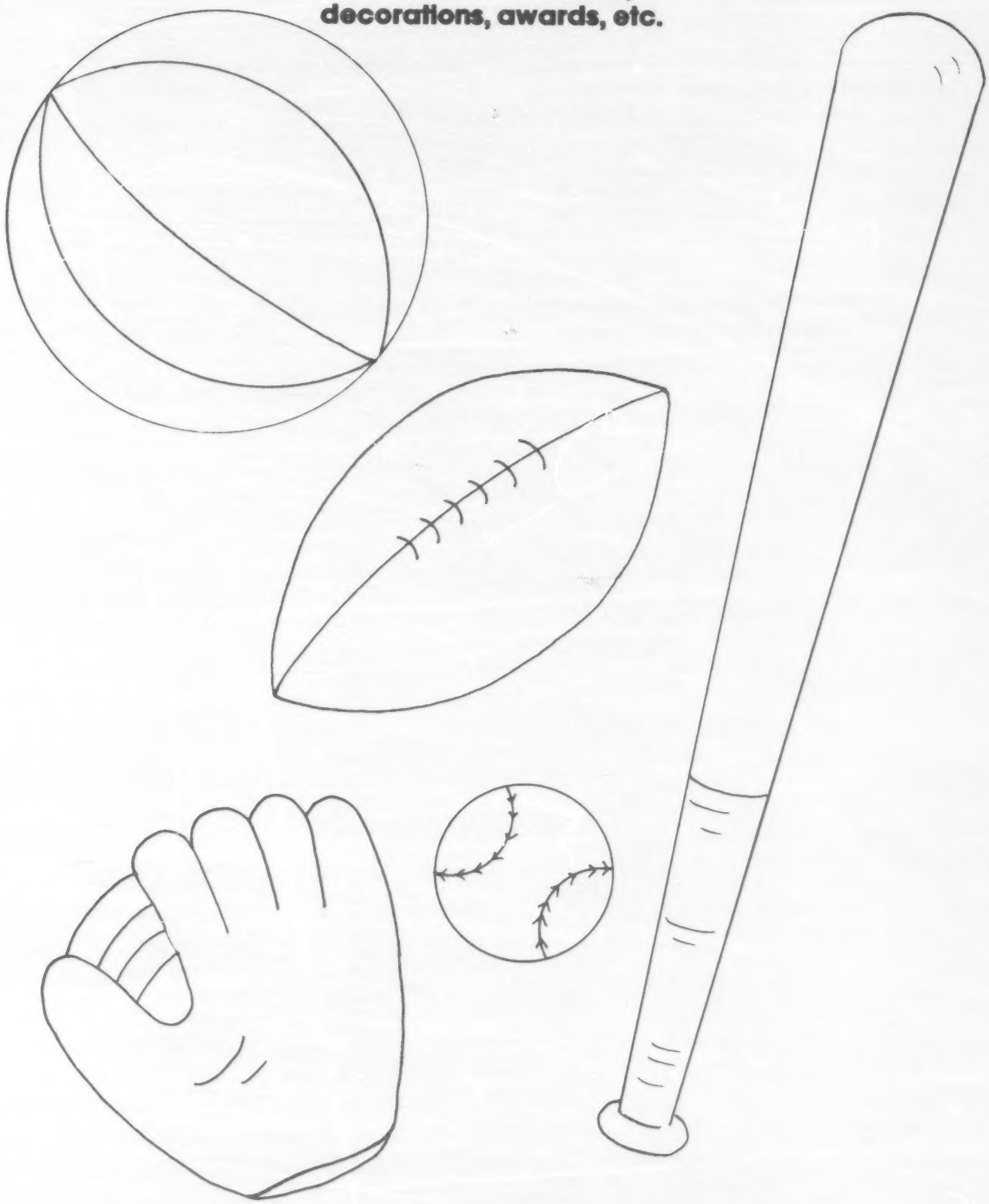
What has 18 legs and catches flies?

(A baseball team)

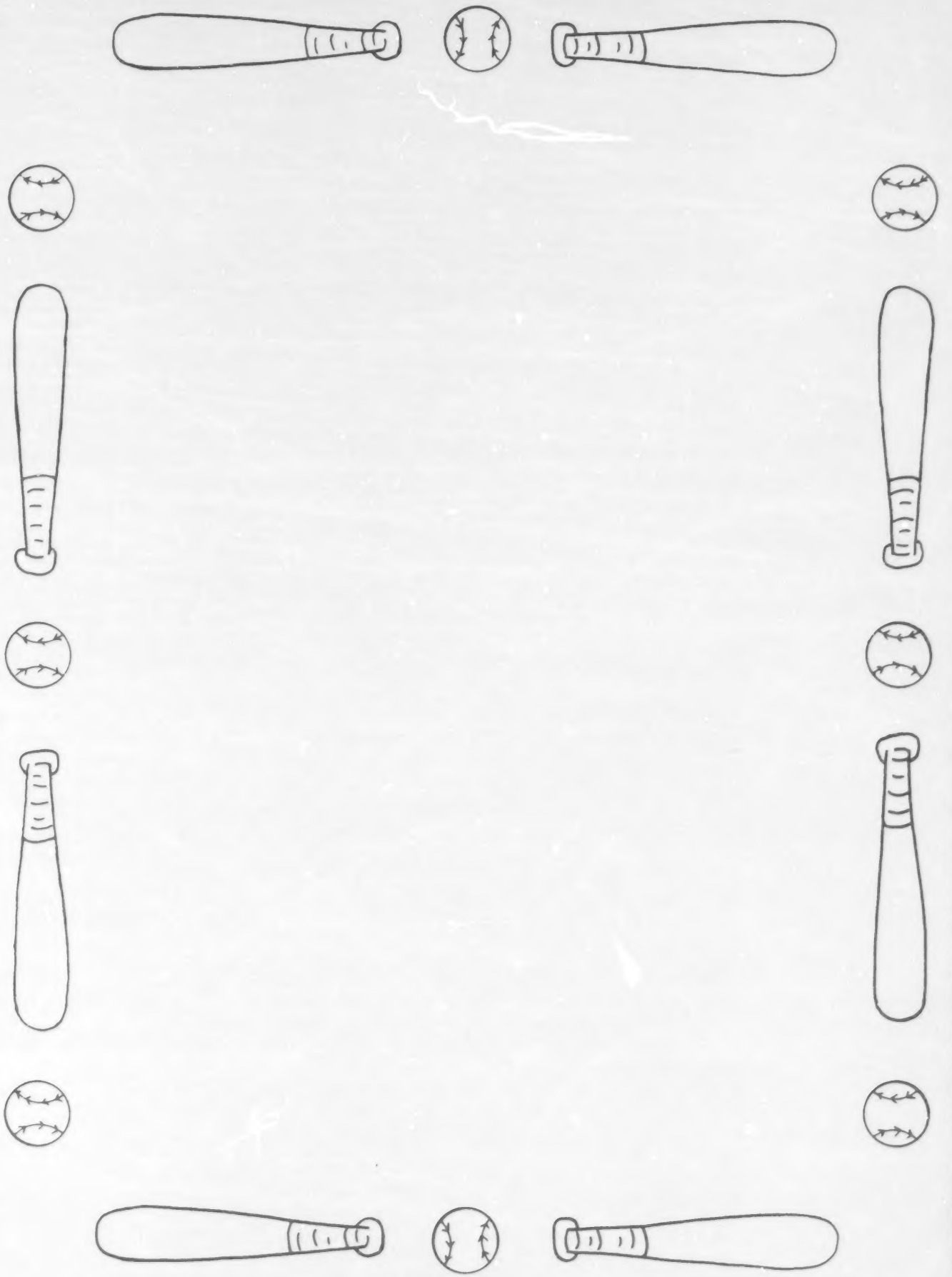
Do a sports charade. Divide the group into 2 teams. Write the name of a sport on a piece of paper (or draw a picture for prereaders) and have a child or part of the group act out the sport while his/her team members guess what it is. Older children might act out the name of a famous athlete in a particular sport.

Popcorn! This special treat is a natural for programs on team sports.

Patterns for mobiles, decorations, awards, etc.



Bookmarks



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Water Sports

Displays and Exhibits

Fill an empty aquarium with a "Good Catch"—books for "sportie" reading.

Convert your bulletin board into the "Ole Swimmin' Hole," complete with swimmers, people fishing, and fish. Your figures might even have an appropriate book title attached to them.

Hang a fish mobile.

Dress a store mannequin as a mermaid to entice the children to participate in forthcoming programs on water sports.

Decorate your reading area with streamers and many small flags for programs with the nautical theme. Boats in racing events are often decorated this way.

Special Events

Invite a water safety instructor to talk about the opportunities for swimming instruction in your area. The talk should be keyed to the programs available for the age group of the audience and could be highlighted with slides of lessons in progress, brochures detailing the programs, and certificates and patches that may be earned. A few tips on water safety and/or first aid could be included. Sometimes local pools will provide free swimming passes for the children attending such a presentation.

There are probably several boat owners in your community. Convincing one of them to bring his/her boat to a nearby parking lot could be the beginning of an exciting program. A "captain" could point out the various parts of the boat while teaching the youngsters a few nautical terms. Safety equipment, such as life jackets and flotation devices, could be demonstrated and safe boating behavior discussed. Water skiing equipment might also be shown.

Fly tying and casting might be fascinating to many youngsters. If you don't know of anyone with this hobby, a call to your local chamber of commerce or senior citizens' center might yield a willing individual with this particular expertise. The fly tying demonstration would probably require a large table so that the youngsters could easily observe the procedures. The casting could be done outside or in, providing there is enough space. Be sure to have your speaker wear his/her favorite fishing hat and bring along any gear that might be of interest to the children.

If you have a college or university in your town, you probably have a source of people interested in some of the more unusual sports such as scuba diving. The extensive equipment used in this sport, such as a wet suit, air tank, face mask, and fins, would fascinate a young audience if you could arrange a demonstration by club members. Be sure to allow time for questions about what the divers do and see once they are under the water.

Activities

Gone Fishin'! Make fishing rods from sticks or the cardboard tubes from coat hangers with strings tied to them. On the end of the string, tie a pipe cleaner hook. Fish can be cut from tag board or other stiff paper and a hole punched in the top. Cut a pipe cleaner in half and put it through the hole, twist to knot, and leave a large loop. The fish could be put in a plastic swimming pool or other container. For older children: Instead of the pipe cleaner hook, tie on a small magnet. Put paper clips or bobby pins in the "pond." The child catching the most "fish" wins the fishing tournament.

Wind from the south, hook in the mouth.
Wind from the east, bite the least.
Wind from the north, further off.
Wind from the west, bite the best.
—Old Rhyme

Row your boat. Go through the rowboat song once or twice while the children are seated. Then pair them off to be "rowboats." The children sit facing one another, knees up. Gently sitting on each other's feet, they grasp arms and rock back and forth. The song can be sung once all the "boats" begin rocking.

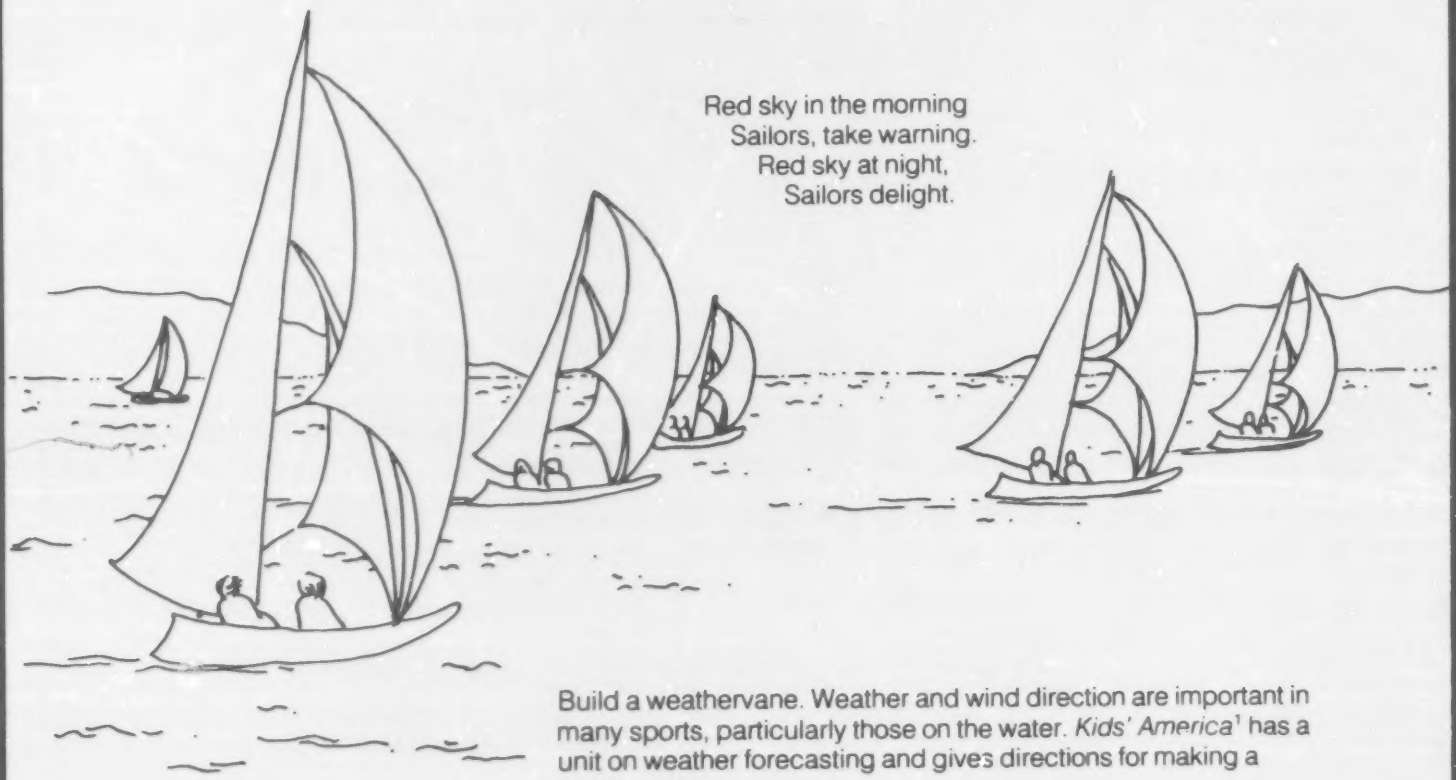
Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily
Life is but a dream.

Play pretend swimmers. After a story or filmstrip about swimming, teach the children the arm and head movements for the crawl, breaststroke, sidestroke, and other strokes. Announce the stroke and have everyone practice.

Sail cork boats for younger children. One large cork, one plastic toothpick, and a 2-inch square of white paper are needed. Cut the paper diagonally in 2 pieces and write the child's name on the sail. Insert toothpick through sail and into cork. It floats!

Make soap boats! This activity works best with older children. Give a bar of Ivory soap and a metal spoon to each child. Have them use the spoons to scrape the sides of the soap to round it like a boat. Then scrape some soap from the center. Attach a small flag to a toothpick and push it into the center of the boat.

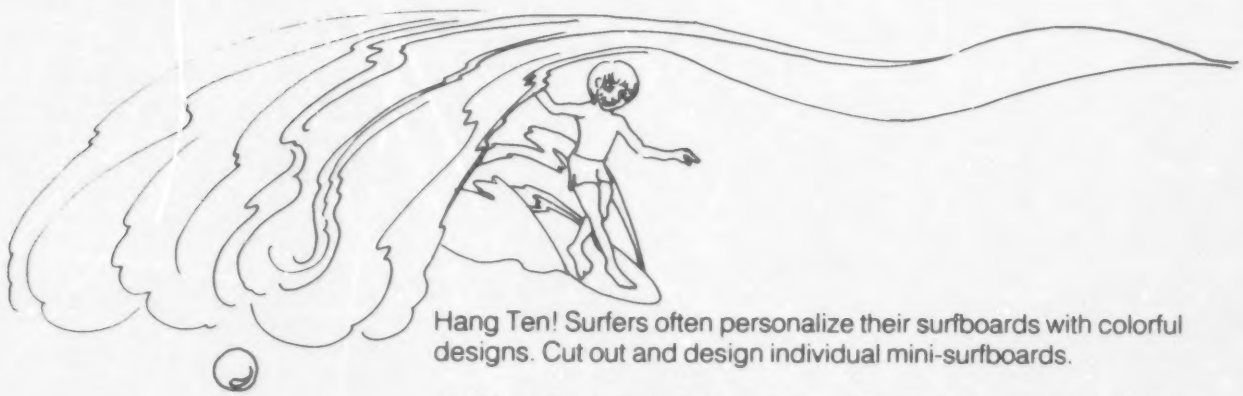
Put on a puppet show. If you can't find a water safety instructor to discuss pool safety, do it with puppets.



Red sky in the morning
Sailors, take warning.
Red sky at night,
Sailors delight.

Build a weathervane. Weather and wind direction are important in many sports, particularly those on the water. *Kids' America*[1] has a unit on weather forecasting and gives directions for making a weathervane.

A wind from the west
Brings weather at its best;
A wind from the east
Brings rain to man and beast.

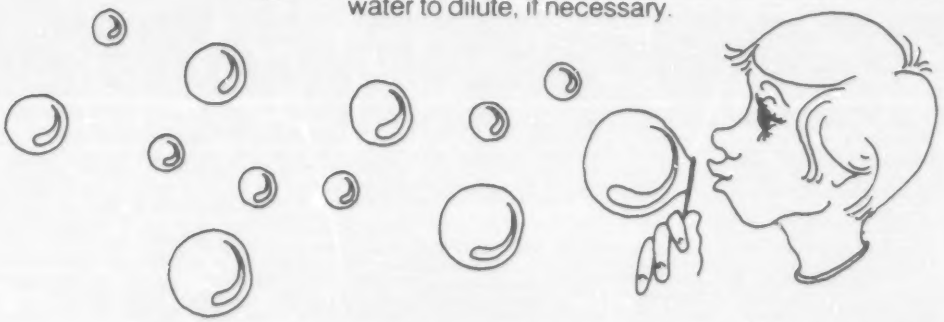


Hang Ten! Surfers often personalize their surfboards with colorful designs. Cut out and design individual mini-surfboards.

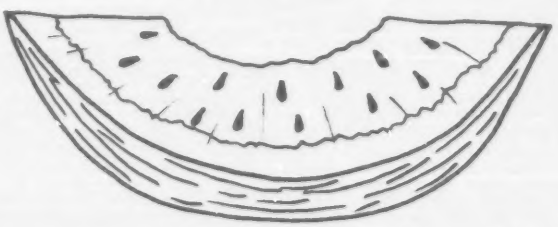
Create a diver's helmet. Large paper bags with holes cut for the face and shoulder make diving helmets for younger children that can be decorated with crayon or cut paper. With the children wearing their helmets, pretend to see the many sights a deep-sea diver might see.

Design a boating mural. Have patterns of sailboats, rowboats, speedboats, fish, and birds cut. The children can draw around them on colored paper, cut them out, and paste them into a boating scene on a piece of shelf paper.

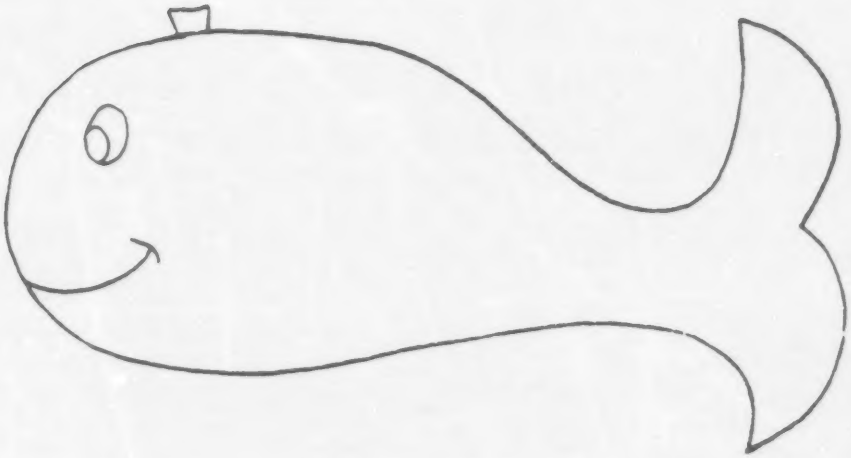
Bubble blowing is a wonderful water sport! Blowers can be made out of coat hangers. Liquid can be made in the following proportions: 1/2 cup liquid dishwashing detergent; 1/4 cup sugar; a little water to dilute, if necessary.

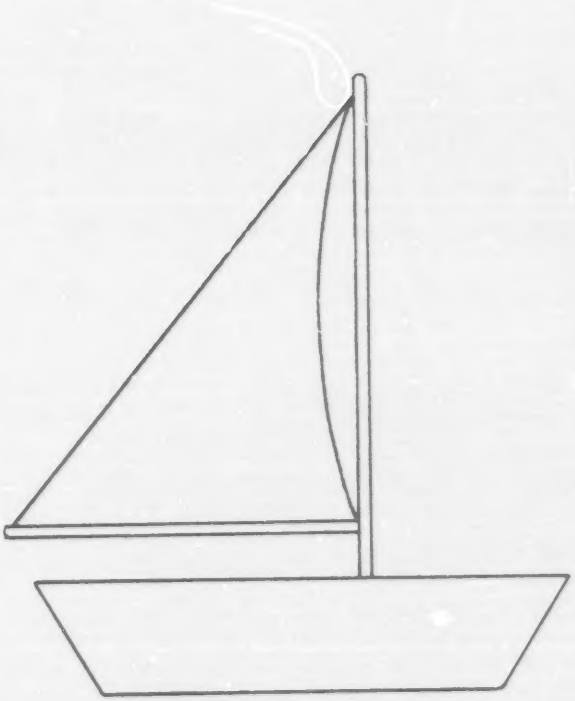


Watermelon. The perfect conclusion to an "in the park" story hour on water sports.



Patterns for mobiles, decorations, awards, etc.





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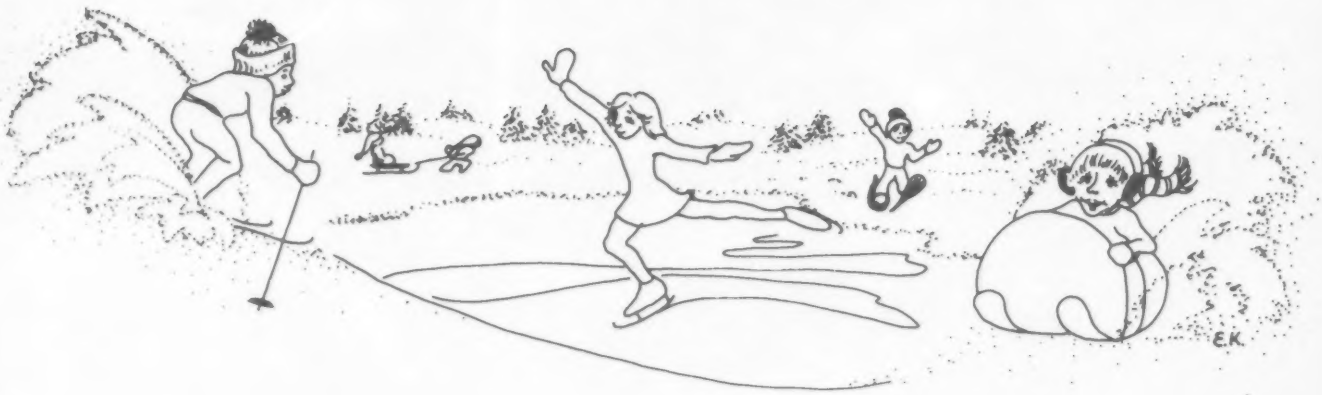


Winter Sports

Displays and Exhibits

Decorate the room with paper snowflakes made by the children. The snowflakes can be put on the walls or hung from the ceiling. For a very special effect, set up a few artificial Christmas trees. If decorations are desired, have the children make icicles from popsicle sticks. Drill a small hole in the top of each stick so it can be hung, and sprinkle silver glitter over wet glue. Or fold 1- by 18-inch tinfoil strips over the tree branches, then twist long ends together to form icicles.

Assemble a number of books on winter sports. Top each with a winter cap.

Ask a sporting goods store for the loan of ski equipment or, at least, ice skates. Include in your display appropriate cold weather clothing and perhaps some crushed styrofoam "snow."

Use that winter sled in your garage as a display table for books.

Special Events

Ski clubs seem to exist even in areas where snow is not likely to fall. Check with the chamber of commerce or a local college and invite some ski club members to bring some of their equipment to the session. They could show each piece and tell how it is used. They might even have slides available of a past ski trip.

If there is an ice skating rink in your area, see if a representative will come to discuss the facility and talk about learning to ice skate. You might even be able to arrange complimentary tickets for the children. If only a limited number of complimentary tickets are available for a particular activity, hold a drawing where each child has an equal chance of getting a free ticket, or conduct a contest of some sort with winners in each age group. You could also present tickets to those children completing their reading or some other specified goal at the conclusion of the program.

Many larger cities have a number of young people actively involved in training for figure skating competition. Invite one or several young people and, perhaps, their coach as well, to talk about how they train and what is involved in becoming a champion skater. Someone might even have a film of him/herself skating.

Activities

Cut out paper snowflakes. Use squares of white paper (an 8-inch square makes a nice size flake). 1) Fold the paper in half. 2) Then make 2 more folds to form a cone. Cut along the dotted line. 3) Draw a snowflake design on the cone leaving about one inch of paper at the base to hold it together. 4) Cut out snowflake design along drawn lines, unfold to reveal your special snowflake.

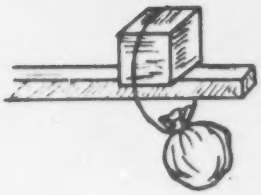
Everyone's design should be different!

Do creative dramatics. Have the children sit in long lines holding onto each other's waists. Tell them to close their eyes and pretend to be tobogganing while you describe the terrain: "We're going down a s-t-e-e-p hill----. Quick! Turn to the right!----Whew! Just missed that tree!" Also try: snowpeople slowly melting; walking in deep snow; ice skating; skiing.

Have some ice cube fun. After sharing a story or film on a winter sport such as ice skating, try some ice activities from *Good News: Every Kid's Book of Things to Do.*[1]

Put an ice cube in a bowl of warm water. It will soon begin to turn somersaults as the bottom of the cube melts faster than the top. Have the children try to figure out why the cube turns.

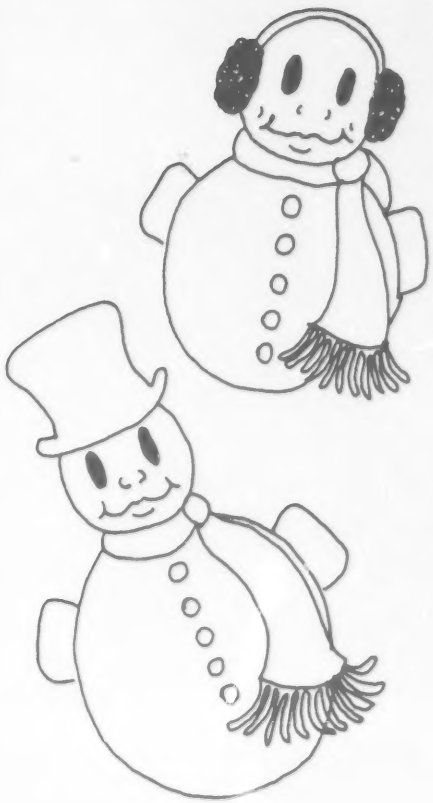
Float an ice cube in a glass of water. Ask the children if they think it is possible for you to lift the ice cube out of the water with a piece of string. Get the string very wet and lay it across the top of the cube. Sprinkle salt on both sides of the string and wait for a minute. When the string freezes to the cube, you will be able to lift it out of the glass.



Passing a piece of wire through an ice cube without cutting the cube in half can be exciting. You will need a 2-foot piece of thin wire, a heavy weight (a bag of stones), a piece of wood narrower than an ice cube, and an ice cube. The weight will slowly pull the wire through the ice cube without cutting it into 2 pieces.

Make a winter sport's scene. Let the children make figures from pipe cleaners. Pose the figures as skaters, sledders, and skiers on ponds (mirrors) and snow-covered hills (cotton over newspapers).

Stage a "This is Your Life" program on the life of a famous figure skater or skier. Using information obtained in a biography of the athlete, have one child portray the athlete and others become important people in the athlete's life who relate bits of information about the "guest of honor."



Creating clay "snow people" would be a craft activity you might wish to have on this theme. You'll need:

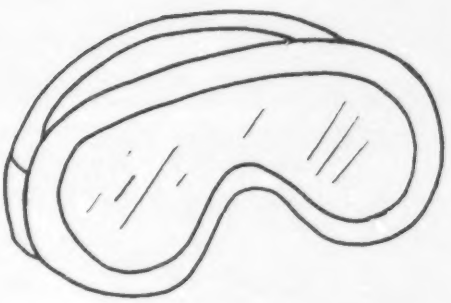
1 cup of flour
1/2 cup of salt
2 tbsp of cooking oil
1 cup of water
2 tbsp of cream of tartar

Mix ingredients in a saucepan and cook until thick. Add a few drops of food coloring if desired. Drop on waxed paper and knead. Store in covered container.

For older children, make one or more papier mâché snowpeople. Make a form of newspaper and chicken wire and apply 1- to 2-inch strips of newspaper dipped into a mixture of 1 cup of flour and 3 cups of water.

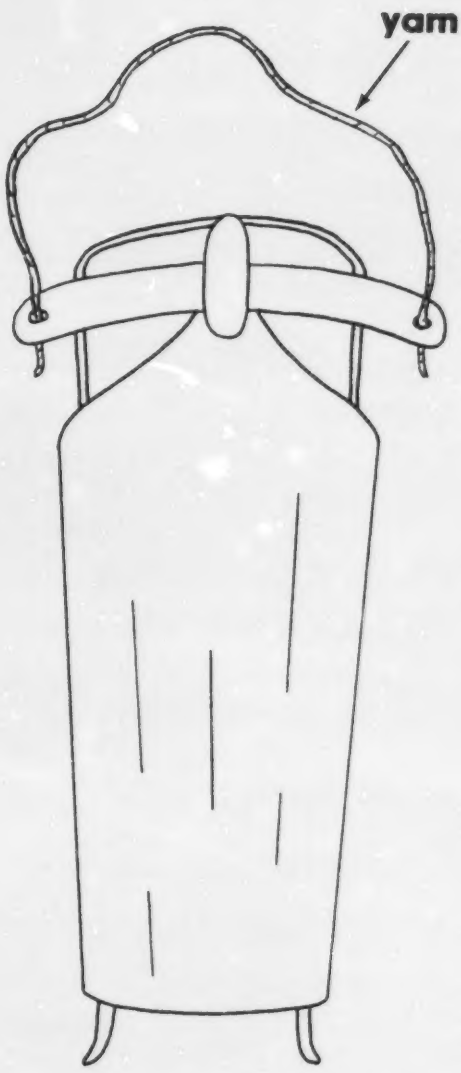
End your coverage of winter sports with snow cones! You will need crushed ice, paper cones, and fruit-flavored drink mix with about half the amount of water called for added to the mix.

Patterns for mobiles, decorations, awards, etc.



Bookmarks

Put child's name on scarf



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Miscellaneous Sports

Displays and Exhibits

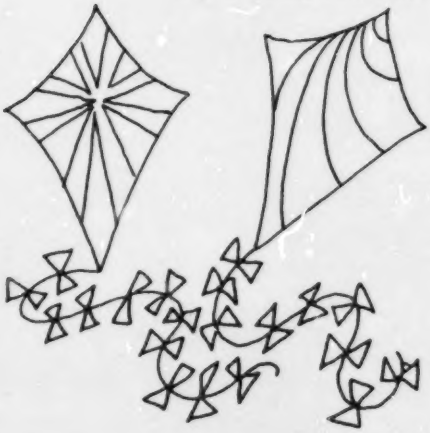
Decorate the walls with frisbees. It should not be difficult to borrow a sufficient number for this purpose. Many are inexpensive, some even free, and all are colorful.

Assemble a display which includes everything from skates requiring a skate key to shoe skates to the latest tennis shoe-top skates. The variety in types of roller skates is surprising. See if a local merchant will work with you.

Assemble a complete skateboard outfit (helmet, knee pads, elbow pads, and wrist braces). Dress a department store "dummy" in jeans and a T-shirt and outfit it for safe skateboarding. No "dummy?" Use push pins or string to display clothes and accessories on a large bulletin board.

Spread the word among the children that you wish to have a skateboard exhibit. When the boards come rolling in, attach a name tag to each one.

Special Events



If a merchant has loaned various skates for you to display (see "Displays and Exhibits") have him/her describe and show each one to the children. A good question to ask would be which wheels are appropriate for which surfaces.

Hold a kite workshop. Recruit several individuals with some knowledge of kitemaking and assemble the needed materials. Many sources of information are available, such as *Getting Started in Kitemaking*.[1] The kites could be made in several separate meetings or all on a Saturday morning. Either way, schedule time for trying out the finished products!

Hold a paper airplane competition. Most children already know how to build a paper plane. Teach them some new ways and design several events for judging distance, length of time in the air, and flying around a course. All the information you need is in *Good News: Every Kid's Book of Things to Do*[2] under "Flypaper."

Put on a frisbee demonstration outside or, perhaps, in a nearby park. See if there is someone in your area who could help you. Some individuals have even trained their dogs to retrieve a frisbee. You might write the International Frisbee Association at P.O. Box 970, San Gabriel, CA 91776 for information on this popular sport.

Have a representative from a local skating rink talk about skating and skates. Perhaps s/he could even provide free passes for a visit to the rink!

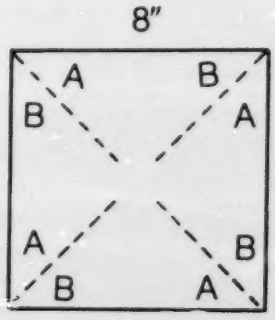
Conduct a skateboard demonstration. If you know of youngsters who have participated in skateboard competition, invite some of them to describe the gear they wear, demonstrate the positions used in steering the skateboard, and discuss skateboard safety.

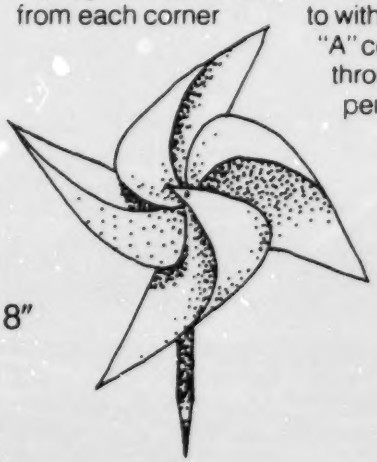
Activities

Make skateboards out of large pieces of paper, using cardboard patterns. Have the children stand on their skateboards and practice the stances that may have been demonstrated earlier.

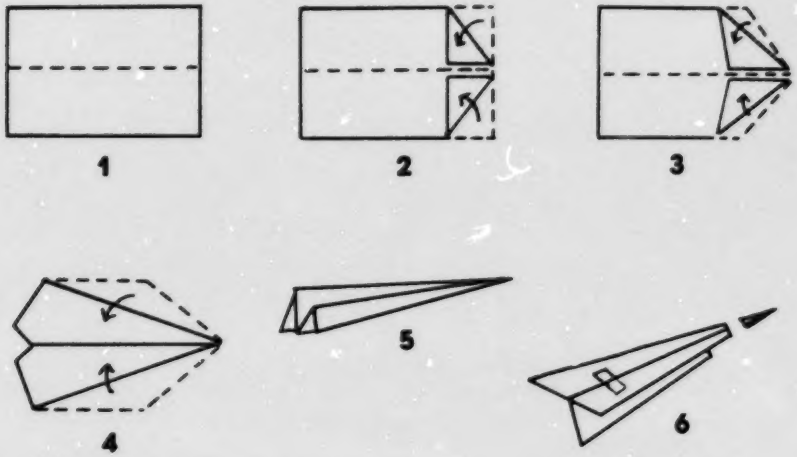
Have the children participate in a game of horseshoes, using the plastic variety that can be purchased cheaply.

Make pinwheels. Cut an 8-inch square of construction paper. Cut in from each corner to within one-inch of the center. Bring all "A" corners to the center and push a pin through all 4 and into the eraser of a pencil.

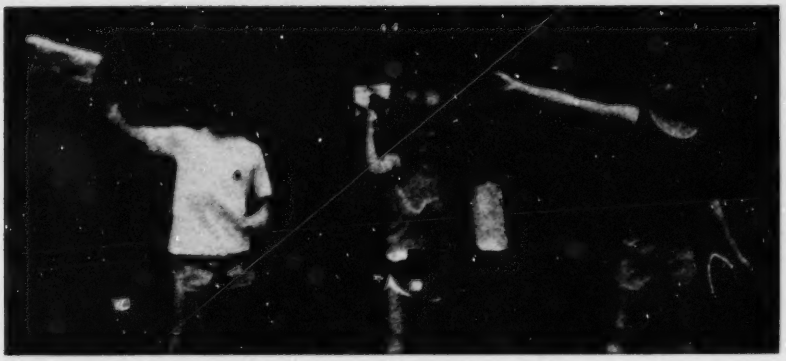




Make paper planes. (1) Fold a piece of paper in half lengthwise and use the crease mark as a guide for folding. (2) Fold corners toward center. (3) Fold again. (4) Fold a third time. (5) Fold up along center line. (6) Tape wings and snip one-half inch from the nose.



Use your flannel board to show what the "well-dressed skateboarder" should wear. Then pass out ditto sheets of a paper doll and a skateboard outfit for the children to color and cut out.

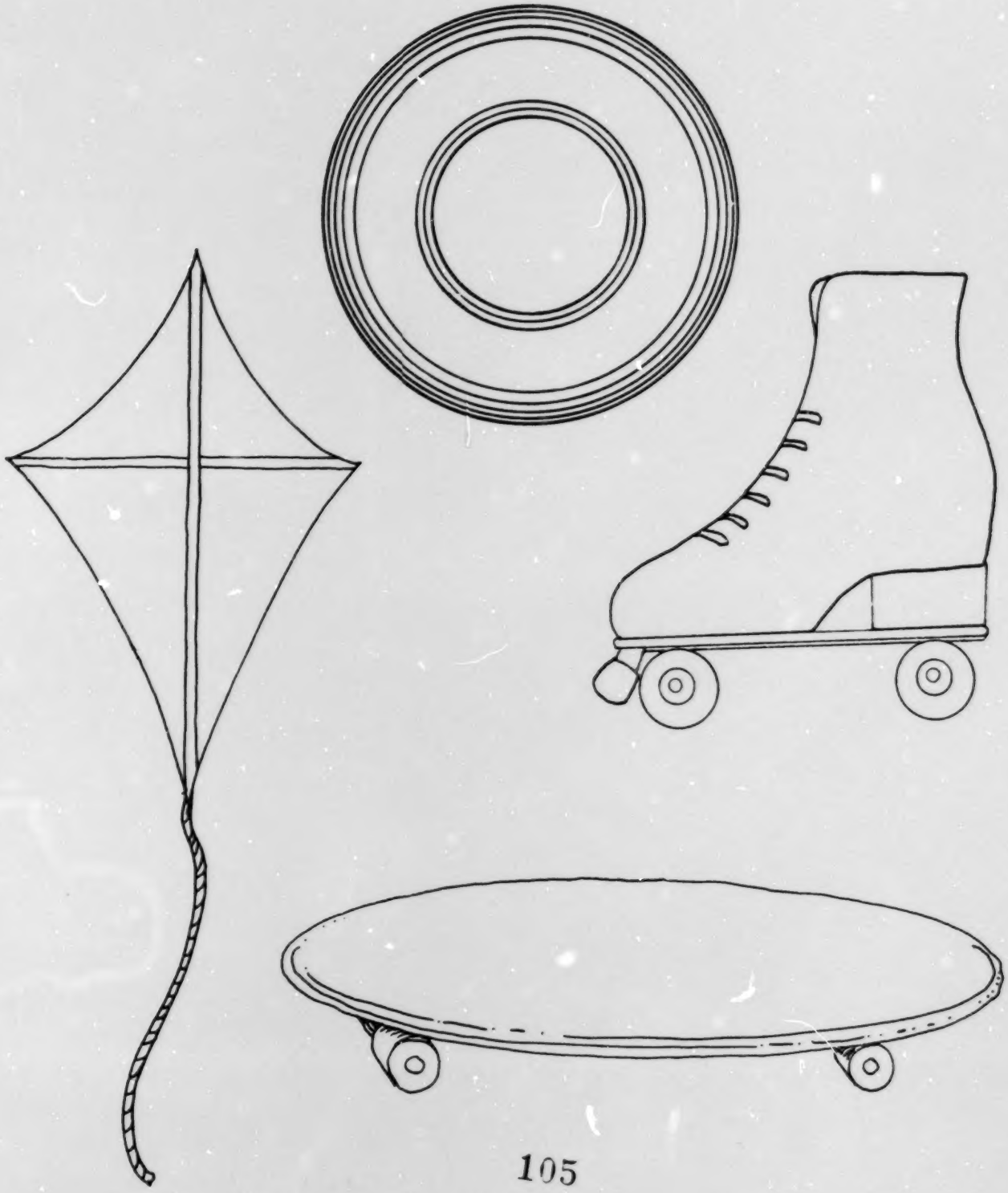


Build paper bag kites. Younger children not able to make regular kites can decorate paper grocery bags with crayons. Fold over the top twice to make a one-inch band of thickness. Tie string through the folded edge.

Hold your story hour or activity outside and conclude it with a few frisbee throws by each of the children. Set up a target (chair or trashcan) and have them "sail" the frisbee toward the target.

Make horseshoes. Have the children trace around patterns, then cut out their horseshoes. Discuss the "good luck" aspects of horseshoes and how to hang them so that the luck doesn't run out.

Patterns for mobiles, decorations, awards, etc.



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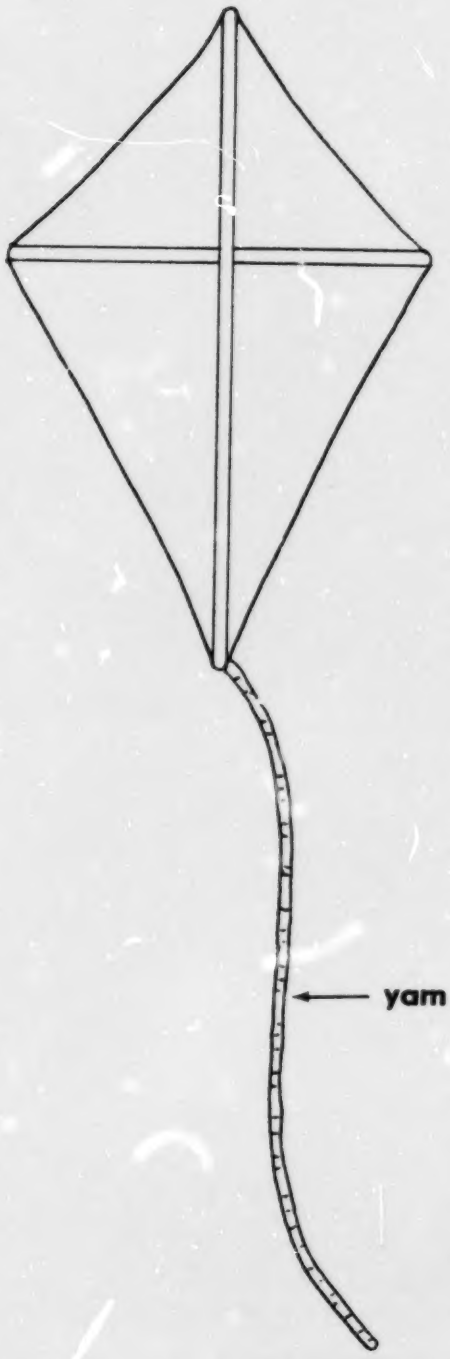

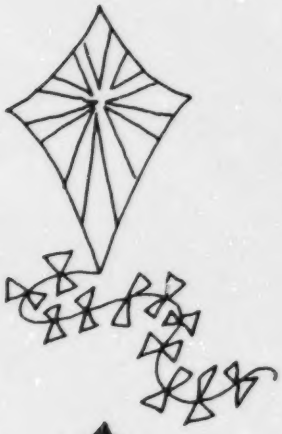

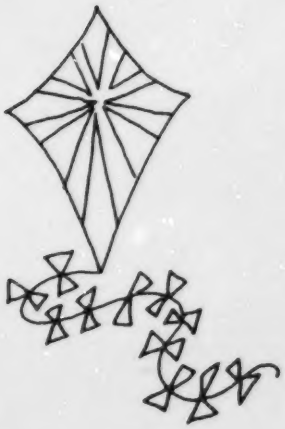

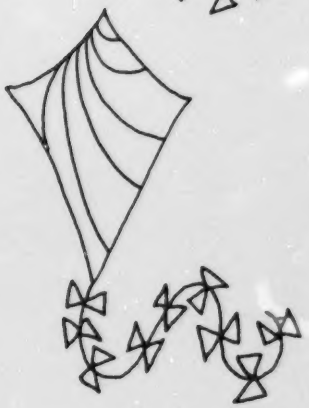

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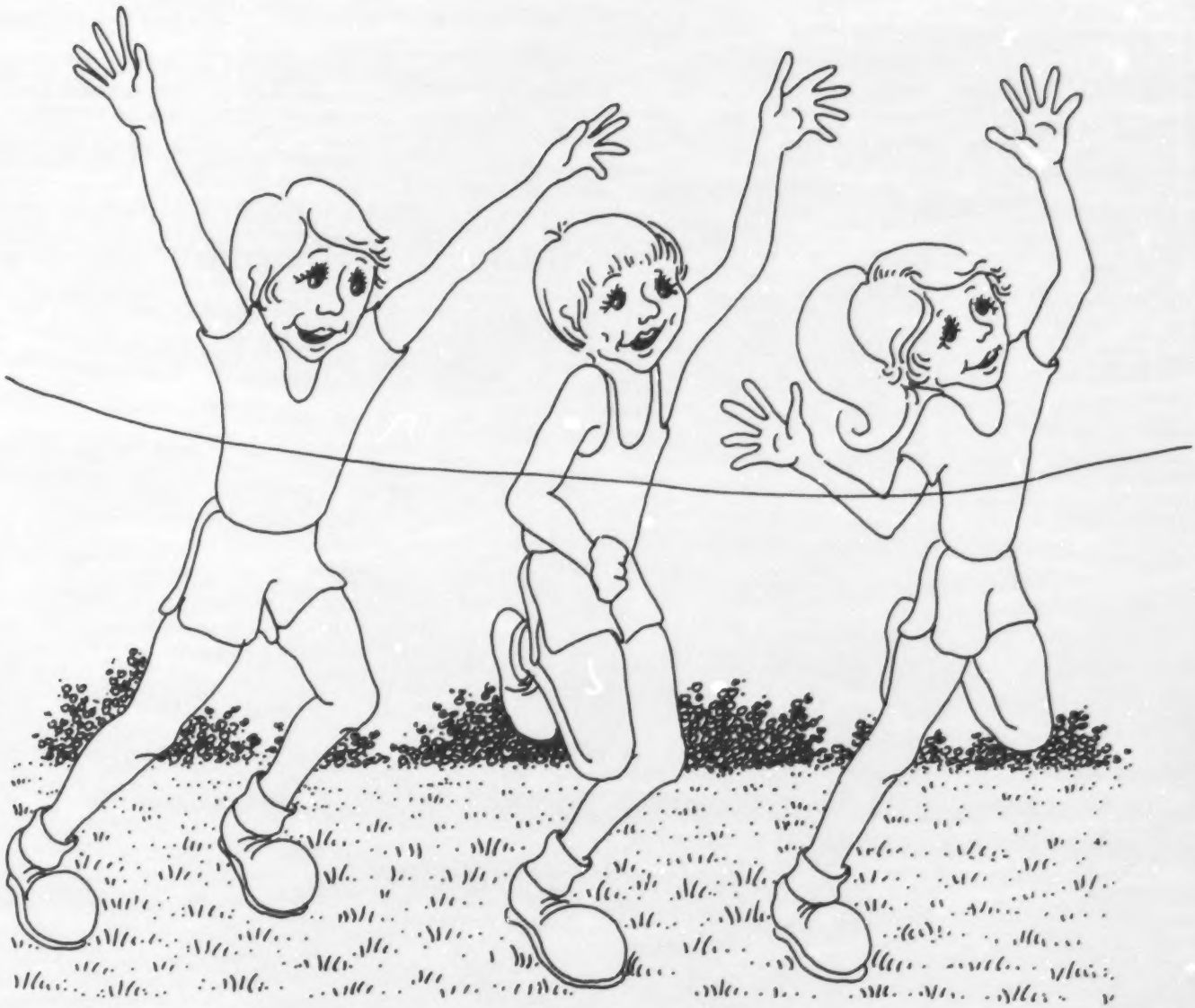

THE FINISH LINE

Elizabeth Hector

Evaluating the Program

Everybody Wins! Most sports events end with a ceremony of some type. How you decide to handle your closing activity will depend, in large part, upon the scope of the reading program you have conducted and the number of participants involved.

A very large library-oriented reading program should end with the same enthusiasm with which it began. The major purpose of the final meeting might be to present awards or certificates to those children completing their reading assignments. However, even children who have not earned an award will enjoy this special event if it is a celebration of all that has been done over the preceding days or weeks. If space allows, invite both participants and their parents. Materials and projects used for various activities could be displayed. If you have had a fellow staff member take slides of special events and activities, as well as of participating children, a slide show would be a hit with both children and parents. And, of course, punch and cookies would provide a "sweet" ending.

Less encompassing programs should still end on a positive note. Plan the final activity in such a way that it will be of interest to the majority of participants and be remembered until the next reading program begins. It might include an open house so that parents could view children's projects or materials gathered on a special topic.

Even a very small reading program conducted over a short time span with a limited number of children deserves a special ending. Perhaps a picnic or swim party could be arranged. Or simply plan a number of games around topics you have covered or enjoy again something that was a favorite of the group. Awards or recognition of participation could easily be made from scrap materials such as paper, ribbon, or tinfoil, and given to each member as a remembrance.

Before you breathe that well-deserved sigh of relief, take some time to consider your overall reading program. Make notes of the disasters, as well as the successes, and jot down a few ideas that will enable you to begin planning for future programs in such a way that some of the problems encountered may be minimized.

One important, yet often overlooked, source of information is the children themselves. Find some means of quizzing them through simple questionnaires, individual interviews, or informal discussions about their expectations for the program, whether they were or were not met, and their ideas for future programs. If a number of parents attended with their children, they should also be polled for their ideas and recommendations.

Before "closing the books" on your current effort, review the list of goals and objectives that you formulated when your planning began. Note those that were successfully accomplished, partially met, or not achieved. Make notes as to what you feel important to accomplish in future programs or how you might make unattainable goals more realistic.

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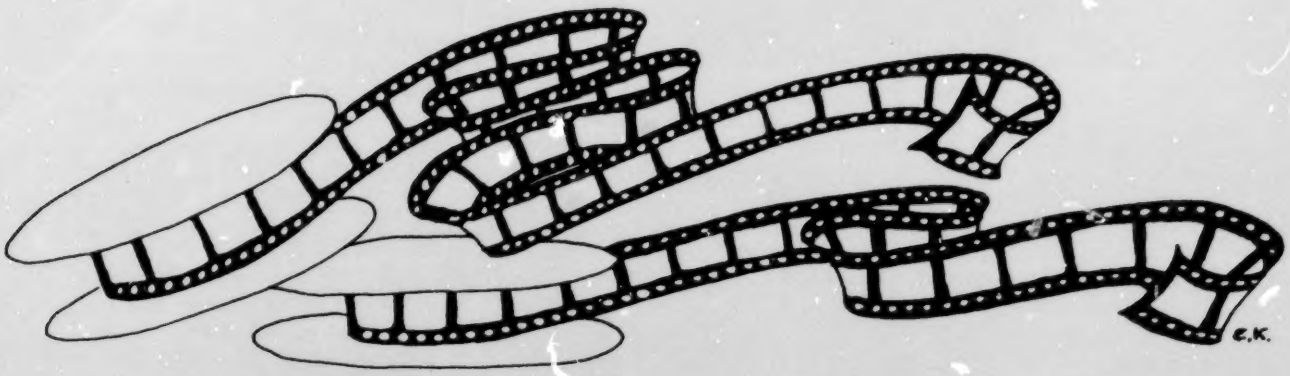

Sources of 16 mm Films

A wide variety of 16 mm films are available on numerous topics appropriate for children. The following list of books and companies is a source of information concerning such films, some of which are loaned free, others for rental fees. Interested persons can write individual companies and request their listings of film titles. Unless otherwise noted, the majority of film companies and guides handled are educational in nature and are primarily used by teachers.

Aetna Life and Casualty
151 Farmington Ave
Hartford, CT 06156
Films are loaned free; the borrower pays the return postage. Booking 2 months in advance is suggested, and films must be returned the day following the showing.

Audience Planners
(Eastern U.S.)
1 Rockefeller Plaza
Suite 1710
New York, NY 10020
(Midwestern U.S.)
1338-40 Merchandise Mart
Chicago, IL 60654
(Western U.S.)
6290 Sunset Blvd
Los Angeles, CA 90028
Films may be borrowed free (with borrower paying return postage and insuring the film for $200) by contacting the closest exchange. Booking far in advance is suggested and films must be returned immediately after use.

Diffor, John C., and Diffor, Elaine, comps. and eds. *Educators' Guide to Free Films*. 41st ed. Randolph, WI: Educators Progress Service, 1981.

This guide is revised annually to include all films available free of charge (no rental, service, or sales cost) throughout the United States with a separate listing of films available in Canada. The current edition lists 4,825 annotated titles.

Gaffney, Maureen, ed. *More Films Kids Like*. Chicago, IL: American Library Association, 1977.
Annotations are given for 200 short, recently produced, 16 mm films. Those films selected for annotation were those preferred by children from 3 to 12 years of age during a 2-year testing period. Films listed include those of general interest and are not limited solely to those designed for educational use.

Gaffney, Maureen, and Laybourne, Gerry Bond. *What to Do When the Lights Go On: A Comprehensive Guide to 16mm Films and Related Activities for Children*. Phoenix, AZ: Oryx Press, 1981.
Suggestions for using films with children, as well as activities to follow a film showing, are included. Annotations are given for over 300 16 mm films suitable for children in kindergarten through the intermediate grades.

General Mills Film Center
Box 113
Minneapolis, MN 55440
Films are loaned free, with the borrower paying return postage. Advanced booking of up to 3 months may be required on some films. Films must be returned by parcel post immediately after the scheduled showing date.

NFL Films
330 Fellowship Rd
Mount Laurel, NJ 08054
16 mm films on various aspects of football may be rented. A catalog with annotations of film offerings is available on request.

Phillipson, Willard D., and Teach, Beverly, eds. *Educational Film Locator* of the Consortium of University Film Centers and R.R. Bowker Company. 2nd ed. New York: Bowker, 1980.
The tool is "a union list of titles held by member libraries of the Consortium. . . , and a compilation and standardization of their separate catalogs, representing film holdings with their geographic locations." Rental sources for 16 mm films are given and individual titles annotated.

Walter Klein Company
6301 Carmel Rd
Charlotte, NC 28211
Free films must be booked 4 weeks in advance by requesting each film on a separate sheet of printed letterhead stationery. Borrower pays return postage and insurance and must return film one day after play date.

West Glen Communications
565 Fifth Ave
New York, NY 10017
Free films should be booked 6 weeks in advance. Borrower must return film within 3 days after receipt, paying return postage and insurance.